A STUDY ON STUDENT' SELF-EFFICACY IN LEARNING WRITING THROUGH INSTAGRAM AT SMAN 2 PEKANBARU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Education

By:

YURIKE RAMA DHANI

NPM: 166310148

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHERS TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

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2020

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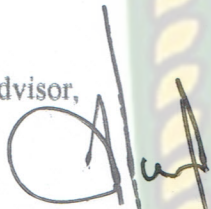
Name : Yurike Rama Dhani
Index Number : 166310148
Study Program : English Language Education
Faculty : Teacher Training and Education

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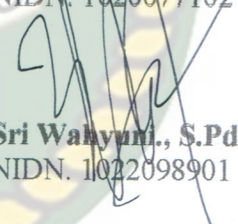### MONDAY, 20TH APRIL 2020
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Advisor,

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Johari Afrizal., S.Pd., M.Ed
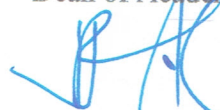NIDN. 1013106701

Dr. Sri Yuhani., M.Pd
NIDN. 1020077102

Sri Wahyuni., S.Pd., M.Pd
NIDN. 1022098901

This thesis has been accepted to be one of the requirements for award of Sarjana Degree in English Study Program, Faculty of Teachers Training and Education in Universitas Islam Riau.
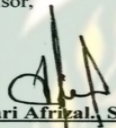
Pekanbaru, April 2020
Dean of Academic

Dr. Sri Amnah., S.Pd., M.Si
NIP.197010071998032002
NIDN. 0007107005

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**A STUDY ON STUDENTS' SELF-EFFICACY IN LEARNING WRITING
THROUGH INSTAGRAM AT SMAN 2 PEKANBARU**

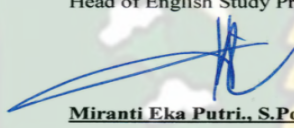|	
Name	: YURIKE RAMA DHANI
Index Number	: 166310148
Study Program	: English Language Education
Faculty	: Teacher Training and Education

Advisor,   Head of English Study Program,

Johari Afrizal., Sp.d., M.Ed   **Miranti Eka Putri., S.Pd., M.Ed**
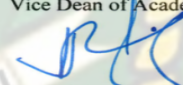**NIDN. 1013106701**   **NPK. 091102367**
                                          NIDN. 1005068201

This thesis has been accepted to be one of the requirements for award of Sarjana

Degree of Education in Universitas Islam Riau.

Pekanbaru, April 2020
Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

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UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

F.A.3.10

ı Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 *Website*: www.uir.ac.id*Email*: info@uir.ac.id

FORMULIR BIMBINGAN TUGAS AKHIR

Nama Mahasiswa : Yurike Rama Dhani

Dosen Pembimbing : Johari Afrizal, S.Pd.,M.Ed
(Utama / Pendamping)

NIM : 166310148

Program Studi : Pendidikan Bahasa Inggris

Judul Tugas Akhir :

A Study on Students' Self-efficacy in Learning Writing through
Instagram at SMAN 2 Pekanbaru

No.	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	10/10/2019	Constructing the title and reason	Found the right title	
2.	15/10/2019	Acc title	Acc title	
3.	16/10/2019	Consultation chapter I,II,III	Found out the references more	
4.	30/10/2019	Revise chapter I	Changed the research question and found out the relevance studies more.	
5.	1/11/2019	Revise chapter II	Fixed the format and follow the standard, got more experts to give	

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			strong foundation to support the theories	
6.	28/11/2019	Revise chapter III	Suggested to give clear explanation how to collect the data and how to adapt the instrument that suitable with my title.	
7.	15/12/2019	Approved to join seminar proposal	Gave a signature.	
8.	30/1/2020	Joined the seminar	Suggested to give more explanation how to measure students' self-efficacy, fixed the format of the cover and references, give emphasize and make strong foundation to each indicators, find out more experts who did research about self-efficacy, give a clear explanation about the concepts.	
9.	1/2/2020	Consultation the Instruments and concepts	Suggested to adapt the suitable questionnaire with my title	
10	13/2/2020	Took the data	Came and shared the questionnaire to 36 students at SMAN 2 Pekanbaru.	
11	16/2/2020	Revise chapter IV	Suggested to change the method and find out the way to present the data	
12	8/3/2020	Revise chapter IV	Suggested to fix the data presentation and data analysis. Advisor gave me journals how	

			to present the questionnaire's data and interview. Advisor also taught me the differences between data presentation and analysis.	
13	5 April 2020	Checked all chapters	Advisor asked me to make a clear explanation for data presentation and data analysis.	
14	10 April 2020	Allowed to join thesis examination	Advisor gave signature to all documents and advices to prepare myself well for thesis examination	

Pekanbaru April 2020
Wakil Dekan I

Dr. Sri Amnah., M.Si

Catatan:
1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
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LETTER OF NOTICE

Was here by the thesis sponsor explained that student who is below:

Name   : Yurike Rama Dhani

Index Number   : 166310148

Study Program   : English Language Education

Faculty   : Teacher Training and Education

Has been completely written a thesis which entitled:

A Study on Students' Self-Efficacy in Learning Writing through Instagram at SMAN 2 Pekanbaru

It is ready to be examined. This letter is made to be used, as it is needed.

Pekanbaru,   April 2020

Advisor

Johari Afrizal, Sp.d., M.Ed

NIDN. 1013106701
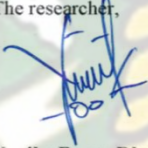
DECLARATION LETTER

Name : Yurike Rama Dhani

Index Number : 166310148

Faculty : TEACHER TRAINING AND EDUCATION

Study Program : ENGLISH LANGUAGE EDUCATION

I declare that this thesis is the result of my own work, to the best of my knowledge; this thesis does not contain material written by other people except for certain section which I adopted as a reference by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, April 2020

The researcher,

Yurike Rama Dhani

166310148

i

ACKNOWLEDGEMENT

Alhamdulillahi rabil 'alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergradu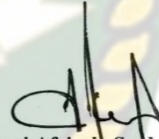ate thesis entitled "A Study on Students' Self-Efficacy in Learning Writing through Instagram at SMAN 2 Pekanbaru" is submitted as the final requirement in accomplishing undergraduate degree at Universitas Islam Riau

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them, especially goes to:

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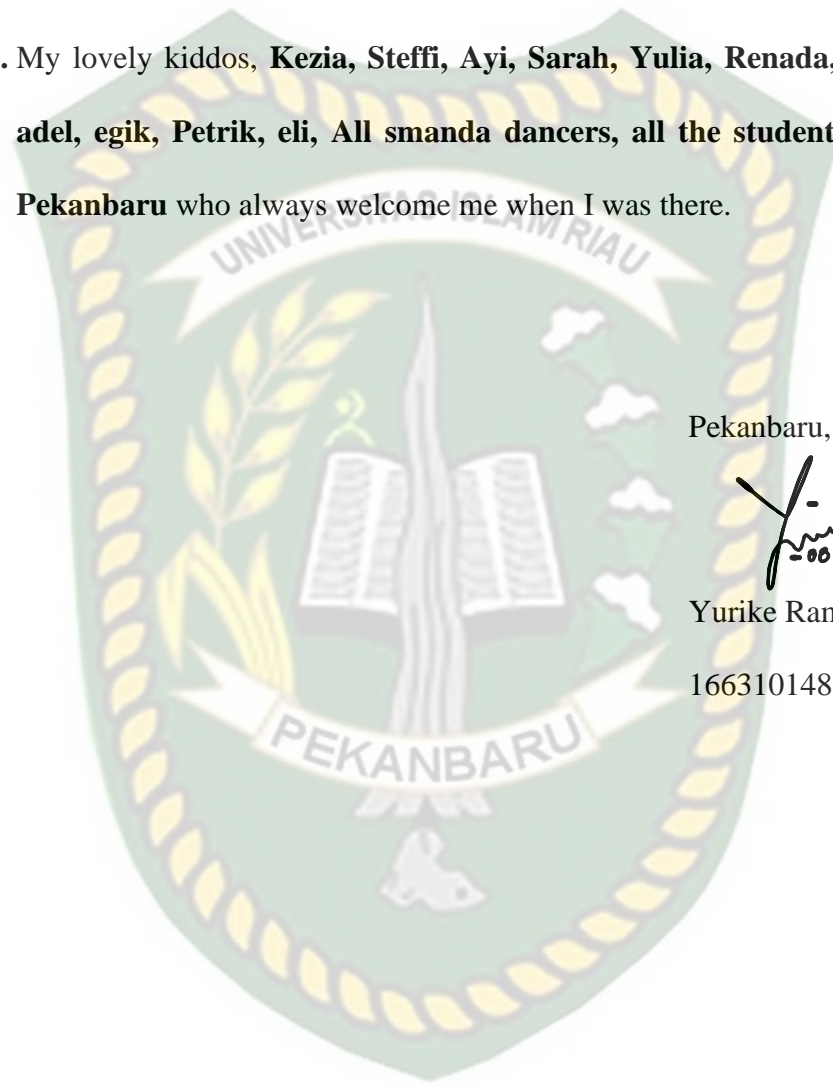
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Yurike Rama Dhani

166310148

ABSTRACT

Yurike Rama Dhani, 2020. A Study on Students' Self-Efficacy in Learning Writing through Instagram at SMAN 2 Pekanbaru. Thesis

Keywords: Self-Efficacy, Instagram, Learning Writing

This study aims to investigate students' self-efficacy. The participants were student grade XI science 1 at SMAN 2 Pekanbaru. In this research, the researcher used qualitative approach and the study was designed as a descriptive method. The instrument for this study is questionnaire and interview. Questionnaire was used to help researcher determine students' self-efficacy by using Instagram as learning media for writing subject. The researcher took 36 students to fill out the questionnaire, then chose 5 students randomly from that class as interviewee to give emphasize answer the questionnaire's result. The questions related to dimension of self-efficacy to see their self-efficacy in learning process by using Instagram as learning media to foster their self-efficacy. The result revealed that students have good-efficacy for each dimension. According to questionnaire result, in the dimension level, they got 80,41 % that means really good self-efficacy. For dimension generality, they got 80,55% that means really good self-efficacy. And the last dimension, it is dimension strength, they got 78,88%. However, it also includes to really good self-efficacy. The researcher also counted the average of self-efficacy by using the result of self-efficacy for each dimension. It also showed that they got 79,94% which mean have really good self-efficacy in using Instagram as social media-based learning for writing subject to foster students' self-efficacy. Based on the result, it showed that the questionnaire's result and interview's answer is matched. In the interview's answer, there are no interviewees who don't agree if Instagram is appropriate social media as media to build their self-efficacy to be higher.

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CHAPTER I

INTRODUCTION

1.1 Background of Problem

Nowadays, people love to communicate and build relationship with someone who they have known or strangers from another country. Talking to someone new is a new experience for some people, because there are many things that people could learn from them. To communicate with strangers who have different language, it needs an official language to be a guide for both of them to make an interaction. It is English Language.

English is known as a universal language or international language that being guidance for people around the world to communicate with each other. Due to this status, people have been learning and considering the important of English language existences. Some countries have determined English as a second language and the other countries considered English as foreign language. In the country that sets English as second language, easy for them to learn English quickly. But, it will be hard to learn English for people who live in the country that sets English as Foreign language.

Indonesia is a country that sets English Language as Foreign language. But it has been learning by students in Indonesia. In the academic field in Indonesia English

is a compulsory subject in Junior High School and Senior High School. Therefore, English Subject is one of the subjects that have been tested in an annual national exam. Due to the requirement of the curriculum in the school, students have to pass the subject to continue to the next level of study. So, the students need to know what skills that they have to master in English Subject.

There are 4 abilities in studying English. It is Speaking, Listening, Reading, and Writing. Each skill has its own difficulties. Writing is the one of skills that most difficult for students to understand. Students set their mind-set that writing English is difficult because many of rules that must be memorized by it. Through that mind-set, students are being lack of skill in writing and choose the Google Translate application to translate the sentences that they want to write.

Talking about writing according to Asgari (2013:17) said that writing skills must be practiced and learned through experience. It means unlike speaking and listening that could be learned naturally, there are some processes to write well. So that is why to master writing skill is the difficult one for students.

This is related to the phenomenon of technology's development. In this era, the development of technology is growing significantly. It gives big impact for people's life. Technology provides many things that can be accessed by people around the world. One of them is Social Media. Social media can be defined as a platform that sophisticated to connect people around the world without need to meet.

Through social media, people could know how is going in the world, about people's personal life, and many kinds of things that could be known by Social Media. The most popular Social Media that used by people around the world is Instagram.

Instagram is a photo and video-sharing social networking that created by Kevin Systrom and Mike Krieger. Instagram could be accessed in IOS and OS devices. Years by years, the evolution of Instagram is gained rapidly. Based on Instagram Histories, Almost 700 million people have been registered as Intstagram Users in 2007. It means more than half of people in this world have known about instagram in 2019. On Instagram, many interesting features, such as; direct message, caption box, explore, IGTV, IG story, upload photos and videos feature. Just with the follow button, people could see photos and videos that uploaded by people who they are following.

Due to this status of the famous social media Instagram, in the field of academics have a new revolution to apply Instagram as media in teaching learning. It aims to give an effective class among the teacher and the students. Teaching writing with social media is more preferable than the traditional one. Nevertheless, whether their social media-based learning will be more effective in supports of their self-efficacy is something else. In Indonesia, most of students have Instagram account and most of them are like to write English caption on Instagram. Students are more confident when they write a caption in English on Social Media especially Instagram. They write it for no reason, just for fun or follow the trends. It is like self-confidence

and self-efficacy that can give impact to their personality as English language learners. Self-efficacy can be defined as someone's belief to achieve the target that they want to and convince that they will be able to succeed in doing something. Self-efficacy tends to give a big impact to someone's personality. If people could pass the challenge that they have been through, the impact is they will more confidence to get the other challenges and had a standard to achieve the target.

At first SMAN 2 Pekanbaru, the teachers have their own strategies to teach in the classroom in order to build self-efficacy for students. They usually use the traditional method to teaching English in the classroom. It comes being boring when there is no new thing that could be able to interest students' perspective to learn English especially in writing skills. If the teachers not able to change their way to teach writing, it will be difficult for students to reach the goals of learning easily. They have not tried to integrate the technology with teaching learning. The teachers had better do it because technology has been dominated the world.

In following that statement, recently the teachers at SMAN 2 Pekanbaru have been applied social media-based learning method by using Instagram platform as a learning media to teach writing subject. Beside of following the development of technology, it gives a positive impact for both the teacher and students. Not only English teacher, the other subject teachers also use social media to create something new in teaching learning.

`   For teacher, they will be easy to find out the grammatical error of student and for students, this method will increase their self-efficacy in writing through Instagram. Because they totally realize that their writing will be seen by many people around the world.

Based on the statement we could conclude that using social media Instagram is fine as long as could interest students' motivation and increase self-efficacy in learning. Because the popularity of Instagram, students are familiar with the whole thing of Instagram and it will be easy for students to do the exercises that given by the teacher by using Instagram.

Based on the phenomenon above, the researcher would like to carry a research by the title "A STUDY ON STUDENTS' SELF-EFFICACY IN LEARNING WRITING THROUGH INSTAGRAM AT SMAN 2 PEKANBARU"

1.2 Setting of the Problem

Based on the explanation above, the researcher identified that the main problem in writing through Instagram is there are some students too shy to express their feeling through writing on Instagram. Because of the popularities of Instagam, some students have barriers to write caption in English. They are afraid of making some mistakes and get bully from their followers. So, they still get difficulties to express that what they want to, and hard to develop their ideas because of vocabularies' lack

1.3 Limitation of the Problem

The focus of this research is about self-efficacy of the students in learning English by applying Instagram as social media-based learning approach at SMAN 2 Pekanbaru. The limitation   research focused on research problem which discussed on the work of social media Instagram affect students' self-efficacy in writing English at SMAN 2 Pekanbaru.

1.4 Formulation of the Problem

How is the students' self-efficacy in learning writing through Instagram?

1.5 Objective of the Research

The objective of this research is to figure out how their self-efficacy in learning English through writing on Instagram

1.6 Significance of the Research

Firstly, it can be guidance or reference for the next researcher who wants to do a research about teaching English through social media Instagram affects students' self-efficacy in learning process.

Secondly, this research could be a reference to the teacher to teach English by using social media-based learning method especially Instagram for writing subject. The teacher could encourages students to be brave in learning writing subject by using Instagram and influence the students to write in English with a delight way. Through that way, easy for students to accept the knowledge because they feel like no burden to force them to learn English. By combining social media, students will be careful to write something in English, because they will be shy if they make a mistake

in writing on social media and the students also feel interested to do the task by using Instagram.

Finally, the teachers' duties do not only transfer the knowledge to the students, but the teachers have a responsible to make the students totally understand about what they are learning about. And through teaching English by using social media-based learning via Instagram method will provide a new way for students who will feel easy to accept the knowledge.

1.7 Definition of the Key Terms

To avoid misunderstanding, the researcher will provide the definition of terms to the readers. Based on the title study, this research is focused on affecting of self-efficacy in writing English by using social media Instagram of students of SMAN 2 Pekanbaru. These are some related terms that needed to be defined to the readers.

1. Instagram is a platform of social media that can be used by people who registered as an Instagram user. People could upload photos or videos in their account and make a friend with people who followed by them. It provides caption box where the people could write something on it. There are more unique features that could be used by the Instagram's user. According to Listiani (2016) Instagram is a fun and quick way to share one's life with his or her friends through a seriesof pictures, snap a photo with a mobile phone, then choose a filter to transform the image into amemory to keep around forever.

2. Self-efficacy is a person's feeling about himself that he can perform any work by utilizing his abilities or action (Akhtar et.al 2012). It means that they believe about their capabilities to accomplish something that have been given to them. It comes from the motivation in learning. Motivation and self-efficacy is coexistence that will give an impact to each other.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on some theories as basis of the research and support the research. The researcher also presents the previous study by the other researcher. The explanation of the theories is presented as follows:

2.1 Relevance Theories

2.1.1 Definition of Writing

Writing is one of skills that must be mastered by English learners. Through writing, someone could deliver their idea, opinion, information, etc. Unlike speaking, writing is not natural skill that can be mastered by environment or something like that. But in writing, must learn in the form and follow the rules. For students, writing is the difficult skills to be mastered. Wibowo (2013) said that Writing is a mean of communication that enables someone to communicate to each other. It means that communication not only could be building by spoken but also written.

In order to understand about writing, the students need teacher who could deliver the lesson with enjoyable and fun way. If the students interest with the lesson especially writing, it will be easy for them to get the lesson. According to Meiranti (2012, p. 89) says that Writing is one of the important skills to be mastered by the students, they use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are

communicating on paper in their very best way and purposes. It means that writing is an important role for the students when they are learning English.

2.1.2 The Genres of Writing

Each skill has its own genres. According to Brown (2004:219) there are 3 genres of writing; academic writing, job-related writing, and personal writing". Each genre has specific example.

For academic writing according to Brown (2004:219) mentioned that it is like "papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses and dissertations". It usually found in college level and in formal situation. In the other side, he also mentioned that there is "job-related writing such as; messages, letter/emails, memos, reports, schedules, labels, signs advertisements, and announcements manuals". It usually found in school and some in office. It can be in formal situation or informal situation. It depends on something that people want to write. And the last one is he mentioned "personal writing, such as; letters, emails, greeting cards, invitations, messages, notes calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, and personal journal fiction." It usually found in informal situation, maybe with family, friends, or something like that.

According to Brown above about the genres of writing, the researcher concluded that all of that categorizes have its own characteristics. In this case, the researcher focus on students' free writing, it refers to personal writing on Instagram.

The students have a freedom to choose the genre that they want to. Can be diaries, greetings and many else.

2.1.3 Types of Writing Performance

According to H Douglas Brown (2004:220) that there are four categories of written performance that capture the range of written production are considered here.

Types of writing	Meaning
Imitative	To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences
Intensive	Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence
Responsive	Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs
Extensive	Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis

Adapted based on Brown (2004:220)

Table 2.1 Types of Writing Performance

Each type has its own level. In this research, the writer wants to put 2 types. It is imitative and intensive because the researcher focused on students' self-efficacy in writing through Instagram with follow the rules of writing's type; imitative and intensive.

2.1.4 The Purpose of Writing

According to Ranabumi et.al (2017) writing skill is one of the skill in Indonesian learning that requires intensive attention both by teachers and related elements in curriculum development. It means writing is really has main point to be mastered by students in Indonesia, not only students but also teachers. So people should be realized the essential and important role in learning English.

Because of that reasons, the development of era brings us to the new way in learning English. For instance, use social media as a media in learning English. Many kinds of social media, one of them are Instagram. According to Handayani et.al (2018) Instagram is an online mobile photo-sharing and video-sharing. It is one of the social media tools originally designed for mobile use through application It is really interesting for students in senior high school because almost of them are registered as Instagram's user. The idea to mix up Instagram with English lesson is the great idea. According to Wan Khairunnisa' Wan Ibrahim et.al (2018, p. 126) suggested that the availability of a number of mobiles among students with the application of Instagram meant that students had access to work on the tasks given even outside the classroom. So it will be easy for them to follow the learning through Instagram.

In this era, teachers could not design the lesson plan just by themselves and based on the curriculum, but teachers need to observe what the students need in learning English, what kind of media that could interest the students. According to Nurazimah Aziz (2018, p. 126) Utilizing technology into a speaking lesson is hoped to encourage the students to speak in English and erase the mindset that English is a difficult language. The teachers should combine the technology as media in teaching learning. In this case, the researcher chooses Instagram as media in teaching learning because Instagram is the famous social media in society right now.

2.1.5 The Definition of Social Media

According to Agnes Dian Purnama (2017) said that each social media application certainly has its own strengths and weaknesses. In order to be able to choose the most suitable application, teachers should pay close attention to their students' characteristics. She refers to the ability of the teacher to match the students' need and the application. The teacher should consider that not all the application or social media could be tool as learning. There are many kinds of social media such as; Twitter, Youtube, Snapchat, Whatsapp, Line, and many more. But in this case, the researcher research about the impact of using social media Instagram to students' self-efficacy in writing. It is because Instagram is a platform that provided many features that could support students for learning in the classroom.

2.1.6 Instagram

According to Ting et.al (2015) Instagram has excelled as an effective communication and marketing tool to display products with visual descriptions. Hence, it becomes a useful social networking platform instantly to individuals and companies. Instagram was founded in 2010. People could found easily Instagram application on Google play and App Store. It means people who have smartphone could access Instagram on their phone. Because of the easiest way to access, the teachers want to use Instagram as media in teaching learning that the students could be enjoyed the class without thinking that English lesson is a difficult and boring lesson.

According to Rosyida et.al (2019) Instagram is an educational instrument that is useful while making it easier for students and teachers to communicate in class and outside of school hours, instagram provides opportunities for students to form ideas with relevant content and offer them fun learning. It means, people nowadays' especially students or younger generation love all the things that kind of instantly, through intagram they can save they time or not time-consuming.

Talking about Instagram, according to Salomon (2013) Instagram is a mobile app (iOS and Android) that enables users to instantly turn their mobile snapshots into visually appealing images, which are then shared with others on the network. The date was found reaches many younger generations or called as millennial in this era. It has been reported that youngsters today spend more time on Instagram than Facebook (Salomon, 2013). So, Instagram is the appropriate social media to students

in senior high school that their age around 16-18 years old. Through the sophisticating features that provided by Instagram, students love to do video-sharing or photo-sharing on it. Upload a photo/video on instagram with the English caption is being popular in the society right now including students.

Instagram gives a freedom to students for writing in the "caption box" feature. It will be a good way for students because they do not need to be under pressure and could convey their ideas in caption box while uploading the photo/video. Through past studies, Instagram issued as a learning platform of either reading or writing and proven to be a success language teaching tools.

2.1.7 Self-Efficacy

According to Bandura (1994) Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. It is the reason why in the area of academic achievement, most researchers agree that academic self-efficacy beliefs are related to and predictive of academic performance (Pajares and Johnson:1993) in Wening (2016).

Based on the statement above, according to Fitrawati (2019) students are responsible for their learning when they use social media. This situation might affect students' motivation in teaching learning process. Motivation is one of 4 sources of increasing self-efficay. This statement gives emphasize that social media-based learning by using Instagram could increase students' self-efficacy. According to

Adeniyi (2016) in Fitrawati (2019) said that one of the ways to create a student-oriented class is to maximaze the use of technologies such as social media in the classroom. The use of social media is believed to increase students' learning and achievement. Based on the statement above, the researcher concluded that the first need for students to achieve their goal in learning is they have to build their self-efficacy to be higher first. After that students will belive with thei capabilities in accomplishing their task.

According to Muhammad Yusuf (2011, p 2623) said that self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks. It means that someone has an ability to do something well and complete all the things that have been given to them. Without a doubt, they could accomplish that stuffs.

More explanation about self-efficacy revealed from Zimmerman (2000) in Wening (2016) says that self-efficacy measures focus on performance capabilities rather than on personal qualities, such as one's physical or psychological characteristics. Respondents judge their capabilities to fulfill given task demands, such as solving fraction problems in arithmetic, not who they are personally or how they feel about themselves in general. It really related to the academic are which means students need high self-efficacy in doing their task.

In learning, the students need to build motivation that could give good impact for them. Through building self-efficacy on students, it can be a motivation for

students in learning. This statement supported by the statement of Scott (1996) said that someone with a high self-efficacy is confident and motivated to work toward a learning goal, while a student with a low self-efficacy is not motivated and finds working toward a particular goal very difficult. So, because of this reason self-efficacy is being an important role in learning process.

According to Vanhaltren (2016 p, 148) Self-efficacy belief is an important indicator for the academic performance of a student. An educator needs to cultivate and motivate the self-efficacy belief of the student motivating them to focus on achieving their learning goal. So, to prevent the failure in learning, students need self-efficacy first, it could be gotten by the teachers. Through it they will enjoy the class, easy to accept the knowledge, and believe that they can do all the tasks.

The statement above also supported by the other expert. According to Boahene (2019) said that social media usage for educational purpose is generally related with good academic performance, encouraging students already high in academic self-efficacy to continue using social media for educational purposes will help them maintain and improve their good academic performances. So that, using social media in learning for writing subject is really suggested to increase students' self-efficacy.

2.1.8 Sources of Self-Efficacy

According to Bandura (1997) in Boahene (2019) said that students form their self-efficacy beliefs by interpreting information from four major sources: mastery experience, vicarious experience, verbal persuasion, and physiological.

1. Mastery Experience

Mastery Experience is the most influential efficacy source. Students participate in activities design to help them achieve their learning goals, translate the outcomes of their actions, use the understandings acquired to improve beliefs about their competence to participate in tasks or activities that ensues, and working together with the beliefs created. Moreover, the appropriateness of a person's ability is of specific prominence in the development of one's self-efficacy.

2. Vicarious Experience

According to Hendricks (2015) stated that Vicarious experience is more effective when individuals recognize a common relationship between their abilities and the abilities of the model. That means, not only ourselves experiences, the other experiences could be a motivation and as a measurement for our capabilities.

3. Verbal persuasion

Verbal Persuasion is often utilized by teachers simply out of ease and convenience Bandura (1977) in Hendricks (2015). So that means verbal persuasion is easy to accomplish but not as enduring or effective as providing opportunities with

gradual increases of challenge. By getting support, someone's beliefs will increasingly.

    4. Physiological

Perceptions of ability are influenced by our awareness of the body's physical and emotional reactions to certain situations (Bandura, 1997) in (Hendricks, 2015). The experiences of strength versus strain, relaxation versus stress, energy versus fatigue, or elation versus depression can leave a student with a high or low perception, respectively, of the ability to persist in a task. Self-efficacy perception can be enhanced by the development of physical strength, reduction of stress, development of positive thought patterns

2.1.9 The Indicator of Self-Efficacy

Acording to Bandura (1997) in Hudiyah, A & Alsa A (2016) self-efficacy has three basic components or dimensions, namely:

1. Dimension Level (Level of task difficulty)

Self-efficacy in individual can be various, there is a low for an easy task, but it will be higher when facing a difficult task, whether a task is difficult or not, it indicates the level of various challenges to achieve success based on actions taken by someone. Based on the above explanation, it can be concluded that the level dimension is how big a student's level of confidence toward their ability which is associated with the level of task difficulty.

2. Dimension Generality (scope of task)

Generality is related to how wide the scope of task is believed can be achieved by the individual. An individual may judge that he has a high self-efficacy and limit himself on special duty, or it may spread to other task scopes. Based on the above description, it can be concluded that this dimensions of generality is an individual's belief on the ability based on the level of task scope.

3. Dimension Strength (Confidence Stability):

Strengh can be defined as a concept whether someone's belief is strong or weak in achieving difficult tasks. This dimension is related to the rating strength about an individual's ability. Besides, it refers to the degree of individual stability against the beliefs or expectations made.

So, based on three indicators of self-efficacy above, the researcher could measure the students' self-efficac at SMAN 2 Pekanbaru in learning writing through Instagram.

2.1.10 The Advantages of Social Media-Based Leraning (Instagram) for students' self-efficacy

The era is growing rapidly as same as technology. For instance, the using technology in learning process is normal and could give good impact for students. Through social media-based learning for writing subject, students feel there is something new and enjoy the learning process. If students feel enjoy, easy for them to accept the knowledge.

The other benefit is students could write something better because they are realized that their writing will be seen by many people. So they will be careful and paying attention for each word. Related to the previous benefit, if the students realized with the openness of Instagram they will have their own self-efficacy that building by themselves.

Talking about students' self-efficacy, it means the students don't want to look bad in front of many people, so that is why they will do best to write something on Instagram. After that, Instagram is an instant-platform to upload photo/video, so the students in this era love all the things that can be accessed instant or in the other word it is not time-consuming.

The other benefit is the students will get comment directly from their followers, teacher, or their friend. So the students could know their mistake quickly. Actually, many advantages of using Instagram for academic fields, it depends on the control of the teacher to use Instagram appropriately in the classroom.

Through learning writing on Instagram, it will increase students'self-efficacy in learning because, the popularity of Instagram make students consider their followers in doing something on Instagram.

2.2 Relevance Studies

There are some studies related to the teaching English through Instagram. Wening (2016) did a study with the title "The Correlation between Students' Self-Efficacy and Their Writing Performance at SMAN 1 Kalirejo". Aniq Hudiyah &

Asmadi Alsa (2016) did a study with the title "One of Dimensions of School's Well-Being: Self-Efficacy of Math, as Predictors on Achievement in Mathematics"

Khairunnisa (2018) did a study with the title "Enhancing Speaking Skill among Students in ESL Lesson through Instagram". Handayani (2018) did a study with the title "The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions". Michael Sturgeon (2009) did a study with the title "Self-Efficacy and the Success of Learning Language". According to the researcher who had been doing the study, the aims to know how big the work of Instagram in English teaching learning. In the present study will be different with the previous study. In the previous study, the researchers focused on the effects of using social media in English teaching learning. In the present study, the researcher tries to investigate whether writing through Instagram will affect students' self-efficacy.

The next study comes from Syofianis Ismail (2018) did a study with the title "Using Social Media Facebook as a Medium for Teaching Writing to the First Year Students of Public Senior High School Pekanbaru, Riau, Indonesia"it has attempted to investigate how social media Facebook can be a tool in teaching writing to the first year students of public senior high school Pekanbaru, Riau, Indonesia. The researcher wanted to know students' ability in writing English by using social media Facebook. In the present research, the researcher wanted to investigate how social media Instagram could affect students' self-efficacy in writing.

The researcher will choose the students in the different level and different media especially the second year students in senior high school 2 in Pekanbaru. In

that case above, the researcher found out the lower ability of the students in mastering writing. Thus, this case could be a concern thing to the English teacher because writing is one skill that should be mastered by students. If there is no something new that can interest the students in learning English, it will be a big deal in the academic field in Indonesia. As we know, English is an official language that could be guidance to people from the different country to talk to. So, in the development of technology made the researcher interested to imply social media Facebook as a medium to writing practice. And it has proven that there is significant effect by blending technology in teaching English in the classroom.

In this case, the researcher has the different thing in doing the research. The researcher wants to figure out whether writing through Instagram could affect students' self-efficacy. Because in this era prefer to write something in English on Instagram than using Bahasa. So that is why the researcher carried the tittle about a study on students' self-efficacy in learning writing through Instagram.

2.3 Conceptual Framework

The exposure that has been elaborated on theories can put several concepts, they are:

Figure 1 Conceptual Framework

```
┌─────────────────────────────────────────────────┐
│   SOCIAL MEDIA-BASED LEARNING (INSTAGRAM)        │
└─────────────────────────────────────────────────┘
                        │
         ┌──────────────────────────────┐
         │  STUDENTS' SELF-EFFICACY IN   │
         │  LEARNING FOR WRITING SUBJECT │
         └──────────────────────────────┘
          ┌─────────────────┐   ┌─────────────────┐
          │  QUESTIONNAIRE  │   │    INTERVIEW    │
          └─────────────────┘   └─────────────────┘
                   ┌──────────────────┐
                   │     RESULT       │
                   └──────────────────┘
```
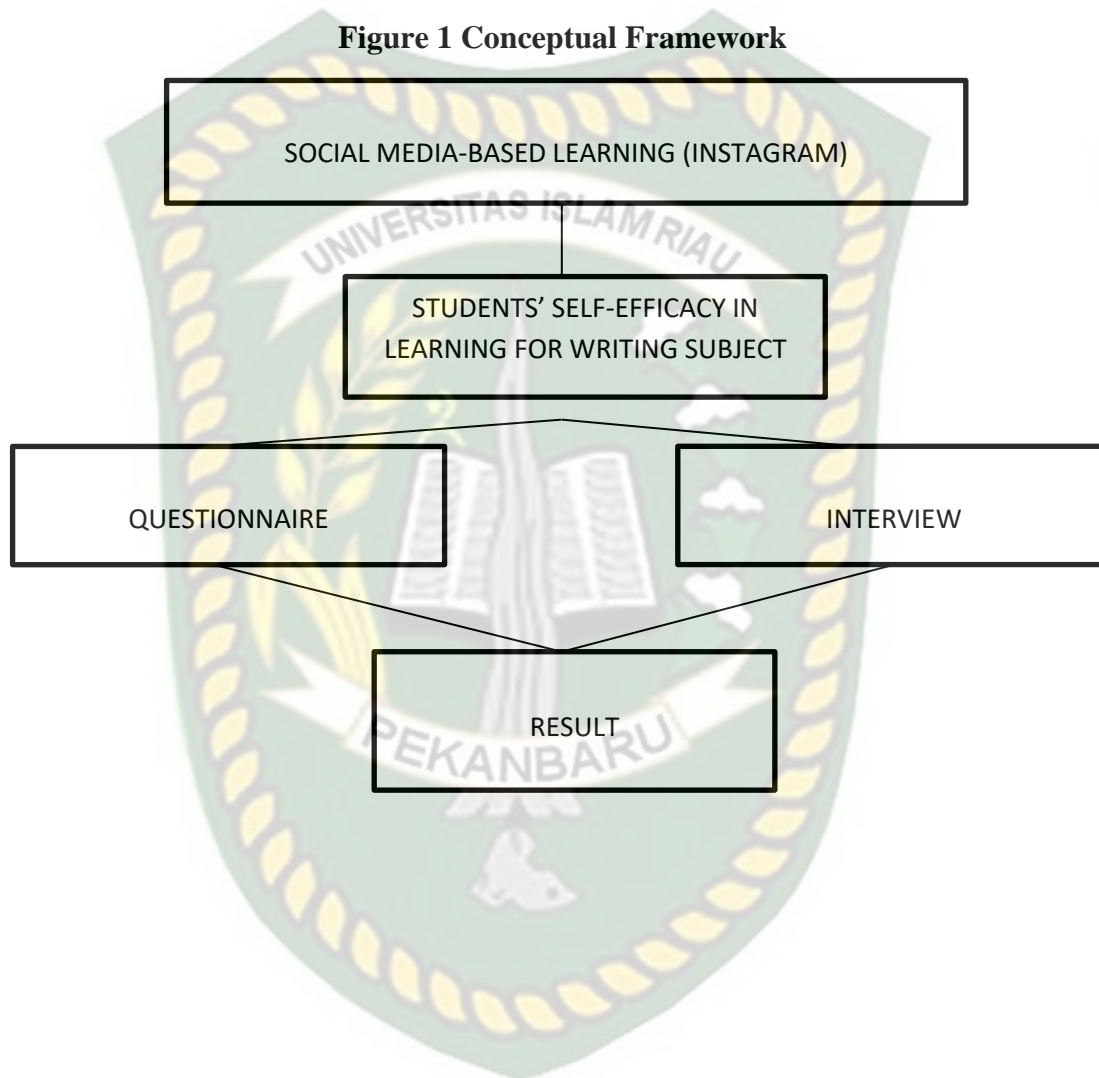
2.4 Assumption

The existences of social media bring students to know about the development of technology well. Instagram is a platform that almost of students have been registered as an Instagram's users. Instagram provide the "caption box" that people could write a caption there. Because of it, the students have been understood how to write an English caption on Instagram.

Based on the fact, the writer assumes that the students at SMAN 2 PEKANBARU have good self-efficacy in learning writing on Instagram platform, because they have known how does Instagram work and it such a fun social media.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the writer used qualitative approach and the study was designed as a descriptive method. According to Cresswell (2014) said that qualitative data tends to be open-ended without predetermined rensponses. So, this is based on the data obtained from the questionnaire were analyzed by using descriptive statistics and presented in percentage. While the data obtained from interviews were analyzed qualitatively that have been collected by the researcher. It aims to give an accurate data and then make it clearly with the explanation about that data. In qualitative data, the researcher will explain more widely.

3.2 Location and Time of Research

This research is conducted at SMAN 2 Pekanbaru, Riau, Indonesia. It located at Budi Utomo Street. 4, Labuh Baru, Pekanbaru on February 2020.

3.3 Participants of the Research

The participants in this research are students at SMAN 2 Pekanbaru of XI grade. According to Seno (2014) the researcher could took 50%, 25%, and 12,5% of the population. So, the students of grade XI at SMAN 2 Pekanbaru are 252 students. And in this case, the researcher takes more than 12,5% of the population. It means there are 36 students from science 1.

3.4 The Research Instrument

3.4.1 Questionnaire

According to Seno (2014) the instrument will be classified based on the kind of; such as Test, Questionnaire, Interview, Recording and many more. In this case, the researcher used questionnaire and interview as instrument. According to Ian Brace (1949) questionnaires are written in many different ways, to be used in many different situations and with many different data-gathering media. For some it implies a questionnaire consisting almost entirely of open-ended questions with probing instructions. For other people the term simply means a questionnaire that contains both open-ended and closed questionnaire.

In the questionnaire, there are 15 questions that will be fulfilled by students. This questionnaire adapted based on Puspita Wening (2016) who also adapted the questionnaire from the experts. In her research, she combined questionnaire which was previously constructed used by Magogwe et al. (2015), Chea et al. (2014) and Flores (2013). The researcher used this questionnaire because it has the same purpose. It is about students' self-efficacy in learning writing.

There are 3 dimension of self-efficacy. Dimension Level contains statement number 1,2,3,4,5. For the Dimesion Generality is for number 6,7,8,9,10, While number 11,12,1,14,15 contains for Dimension Strength.

3.4.2 Validity and Reliability of Questionnaire

The researcher has gotten the validity and reliability of questionnaire from the previous researcher Puspita Wening who adapted this questionnaire. She uses

Cronbach alpha for the internal consistency of the 15-items scale. According to Wening (2016) said that From the SPSS analysis, it is found that 15 items of the questionnaire are reliable (0.799). It is stated that if the cronbach's alpha score is >0.7, it means that the reliability of the item is accepted and can be used (Setiyadi : 2006) in Wening (2016).

3.4.3 Interview

According to Lambert and Loiselle (2017) in Coughlan (2009) interviews are widely used as a data collection tool in qualitative research, They are typically used as a research strategy to gather information about participants' experiences, views, and beliefs concerning a specific research question and phenomenon of interest. So, it means that it will be useful for the researcher to use interview after giving questionnaire to the students because there will be a specific information that could be analysis in this case.

Based on the statement above, the researcher concluded that questionnaire and interview could be used as tool in doing the research to gather and analyze the data. So, that is why the researcher used questionnaire and interview in this research, because the researcher wants to know how is the feeling of students' self-efficacy in learning writing through Instagram.

In this research, the researcher takes 5 students from the class that has been chosen as participants. The questions for Interview were made to give emphasize for students' answer. It needs to be asked because through interview, the students will give a complete answer.

3.5 Data Collection Technique

3.5.1 Questionnaire

The data are collected after the samples fill the questionnaire. The procedures of gathering data from questionnaire are as follow:

1. The questionnaires were distributed to the respondents.

2. Thirty minutes were provided to fill out the questionnaire by giving checklist

3. The researcher calculates the data by using Likert Scale formula.

4. The researcher explain the date by using a chart

3.5.1.1 Questionnaire's Items

Table 3.1 Writing Self-Efficacy Questionnaire Items.

Level
• I can write caption on Instagram with clear idea.   • I can elaborate an idea when I write caption Instagram.   • I can write a caption Instagram based on topic from the teacher.   • I can write caption on Instagram with a correct grammar.   • I can write using effective choice of words when I'm doing my writing task on Instagram.
Generality
• I can do revision in writing task independently or in group well.   • I can plan my paragraph to make a caption on Instagram well.   • I expect good grades on text I write on Instagram.   • I give my attention on teacher's explain about the material to be good in doing my task on Instagram.   • I consider my followers when I'm doing my writing task on Instagram.

Strength
- If I have difficulties in doing my writing task on Instagram, I keep trying until I can.
- When I get bad comment in my writing task on Instagram, I will keep writing with English in the next posting
- Getting low score in my writing task just makes me try harder.
- I can do writing assignments on Instagram at the last minute and still get a good grade.
- If the assignment on Instagram calls for 5 sentences, I try to write more than it supposed to.

Adapted based on Puspita Wening (2016)

3.5.2 Interview

The procedures of gathering data from interview are as follow:

1. The interviews are doing around 2 to 5 minutes.

2. Only 5 interviewees in the same class that have been chosen randomly by the researcher to be asked

3. Make a transcript from the interview's record

4. Identifying the answer from the interview

5. Explaining and describing the result of the interview.

In this part, the researcher used one-to-one interview, which means the researcher has been meeting and asking the students directly. It purposes to give emphasize to questionnaire that have been given to the students before doing interview So, the researcher will analyze the answer that have gotten by students and then describe the result one by one.

3.5.2.1 Interview's Questions

The questions are gotten by the Questionnire's result. After identifying the questionnaire's result, the researcher made 5 questions which 3 questions contain for each dimension based on the questionnaire's lowest result. Number 2 refers to the questionnaire number 4 (dimension level). Number 3 refers to the questionnaire number 10 (dimension generality). Number 4 refers to the questionnaire number 12 (dimension strength).

NO	QUESTIONS
1.	Apakah kamu pengguna aktif Instagram? Jika iya, jelaskan kenapa! (Are you an active instagram user? Please explain!)
2.	Apakah kamu memperhatikan grammar dalam tugas penulisan caption bahasa inggris di Instagram? Jika iya, kenapa? (Do you pay more attention in grammar when you accomplish you writing task on Instagram?)
3.	Apakah kamu mempertimbangkan followers mu ketika mengerjakan tugas menulismu di Instagram? Jika iya, mengapa? (Do you consider your followers when doing your writing task on Instagram? If you do, please explain!)
4.	Ketika followersmu menemukan kesalahan terhadap tugas menulismu di Instagram, apakah kamu akan tetap menulis caption dengan menggunakan bahasa inggris dikemudian hari atau malah jera untuk menulis sesuatu dalam bahasa inggris lagi? Jelaskan alasannya! (When your followers figure out your mistake in your writing task on Instagram, do you still want to write something in English in the next posting or feel discouraged to write English caption on Instagram? (Please explain the reason!).
5.	Apakah menurutmu menggunakan Instagram sebagai untuk media untuk menyelesaikan tugas dapat meningkatkan kepercayaan diri mu dalam menyelesaikan tugas dengan baik? Jelaskan mengapa! (Do you think that using Instagram as media in Learning could increase someone's self-efficay? Please explain the reason).

Table 3.2 Interview's Questions

3.6 Data Analysis Technique

3.6.1 Questionnaire

After gathering the data through questionnaire and, the researcher calculates the data by using Likert Scale. According to Joshi A` and Kumar, D (2015) said that Likert scale is applied as one of the most fundamental and frequently used psychometric tools in educational and social sciences research. It really helps the researcher to measure the result of questionnaire.

According to Wijaya, Raden (2013) there are some steps to calculate the questionnaire by using Likert Scale. The researcher will explain how to find out the calculation:

1. **Determining the items' score**

In this research is using 4 frequents, it is SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree).

Table 3.3 Determining the Items' Score

SA	A	D	SD
4	3	2	1

Explanation:

SA   : Strongly Agree

A   : Agree

D   : Disagree

SD : Strongly Disagree

2. **Interpretation of score calculation (Ideal Score)**

   Maximum Items' Score x Total of Respondents

   4 x 36 = 144

3. **Index formula %**

   Interval Formula   :

   I = 100/ total of Likert Scale that have been used

   I = 100/4 = 25

4. **Interpretation of interval**

   0%   - 24,99% : RP   (Really Poor)

   25% - 49,99% : P   (Poor)

   50% - 74,99% : G   (Good)

   75% - 100%   : RG   (Really Good)

5. **Persentage %**

   $P : \frac{f}{n} \; x \; 100$

   P: Percentage

   f: Frequency of Each Answer

   n: Interpretation of

   100: Fixed Number

   f : T x Pn = Total Score

   Explanation:

T : Total of option that have been choosen by respondent

Pn: Likert Scale option number

Example:

f : SA : 14 x 4 = 56

   A : 22 x 3 = 66

f : 122

3.6.2 Interview

After gathering the data through interview, the researcher analyzed the data based on the steps below:

1. Make a transcript from the interview's record

2. Identifying the answer from the interview

3. Explaining and describing the result of the interview.

In this part, the researcher used one-to-one interview, which means the researcher has been meeting and asking the students directly. It purposes to give emphasize to questionnaire that have been given to the students before doing interview So, the researcher will analyze the answer that have gotten by students and then describe the result one by one.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings and discussion of the study. The researcher calculates the data by using formula of Likert Scale and describes the data result in findings part. While in discussion, the researcher deduces the findings about students' self-efficacy in writing through instagram at SMAN 2 Pekanbaru

The researcher has conducted the data on February, 2020 through the techniques of collecting data which have been explained in the research methodology. The data collected were devoted to answer the research question of how the students' self-efficacy in writing through Instagram at SMAN 2 PEKANARU is.

In order to answer the research question, the researcher distributed questionnaire sheets to 36 students especially grade XI science 1 at SMAN 2 PEKANBARU. After that, the researcher conducted an interview to 5 students who want to be Interviewee.

4.1 Data Analysis

4.1.1 Questionnire

The data presentation is presented according to three dimensions. In this research, the researcher will analyze the result for each dimension. The result will be showed by using table.

Table 4.1 Questionnaire's Result

ITEM	STATEMENTS	RESPONSES				(%)	CS
		SA	A	D	SD		
DIMENSION LEVEL							
1.	I can write caption on Instagrm with clear idea.	14	22	0	0	84,72%	RG
2.	I can elaborate an idea when I write caption on Instagram.	14	21	1	0	84,02%	RG
3.	I can write a caption Instagram based on topic from the teacher.	11	23	2	0	81,25%	RG
4.	I can write caption on Instagram with a correct grammar.	5	23	8	0	72,91%	G
5.	I can write using effective choice of words when I'm doing my writing task on Instagram.	10	19	7	0	77,08%	RG
TOTAL						**79,99%**	RG
DIMENSION GENERALITY							
6.	I can do revision in writing task independently or in group well.	7	26	3	0	77,77%	RG
7.	I can plan my paragraph to make a caption on Instagram well.	6	25	5	0	75,69%	RG
8.	I expect good grades on text I write on Instagram.	23	11	2	0	89,58%	RG
9.	I give my attention on teacher's explain about the material to be good in doing my writing task on Instagram.	16	18	2	0	84,72%	RG
10.	I consider my followers when I'm doing my writing task on Instagram.	6	24	6	0	75%	RG
TOTAL						**80,55%**	
DIMENSION STRENGTH							

		SA	A	D	SD	%	SC
11.	If I have difficulties in doing my writing task on Instagram, I keep trying until I can.	20	12	4	0	86,11%	RG
12.	When I get bad comment in my writing task on Instagram, I will keep writing with English in the next posting.	10	14	11	1	72,91%	G
13.	Getting low score in my writing task just make me try harder.	17	18	1	0	86,11%	RG
14.	I can do writing assignment on Instagram at the last minute and still get a good grade.	6	21	9	0	72,91%	G
15.	If the assignment on Instagram calls for 5 sentences, I try to write more that it supposed to.	10	18	8	0	76,38%	RG
	TOTAL					**78,88%**	**RG**
	AVERAGE OF 3 DIMENSIONS					**79,80%**	**RG**

SA : Strongly Agree   SD : Strongly Disagree   G   : Good

A   : Agree   %   : Percentage   RG : Really Good

D   : Disagree   SC : Score Criteria

NOTE:

SA : **Strongly Agree**

A : **Agree**

D : **Disagree**

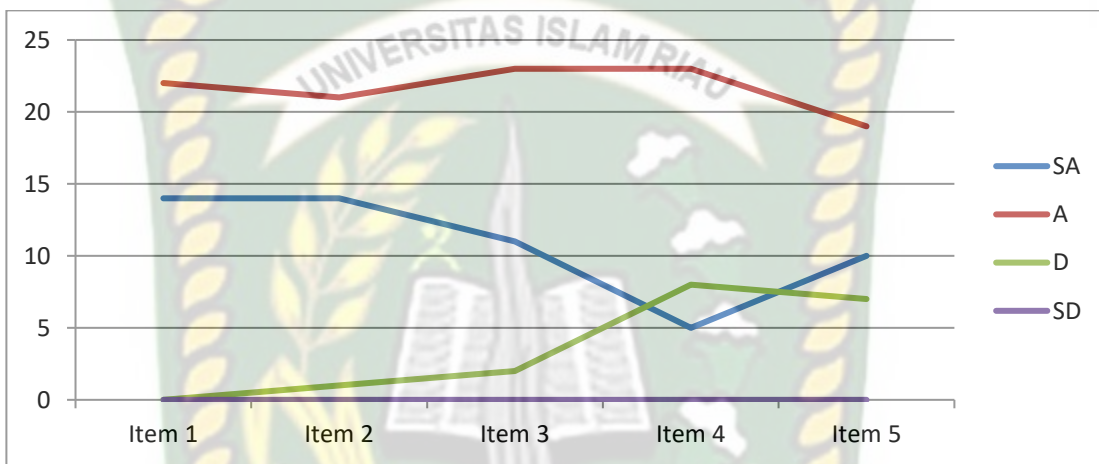**SD** : **Strongly Disagree**
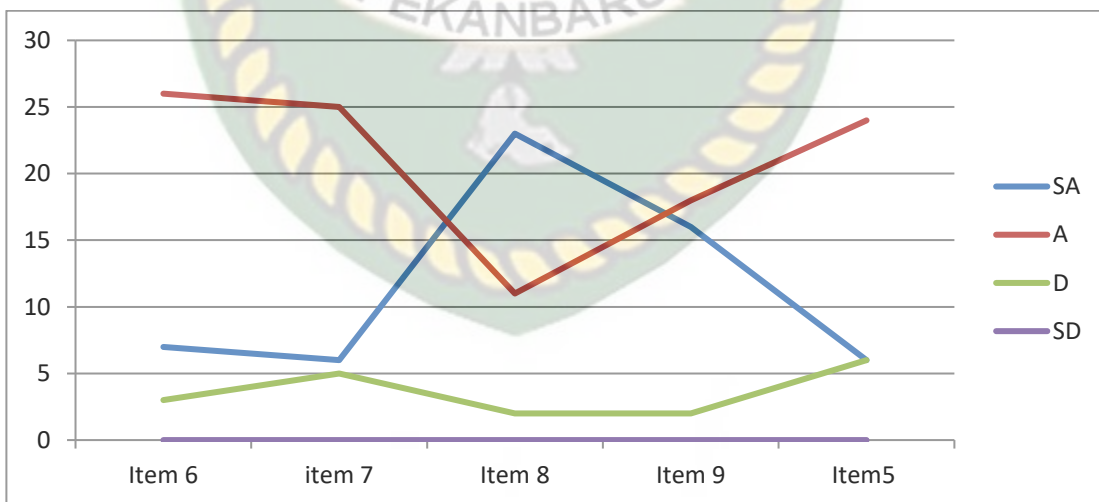

Figure 2 Dimension Level
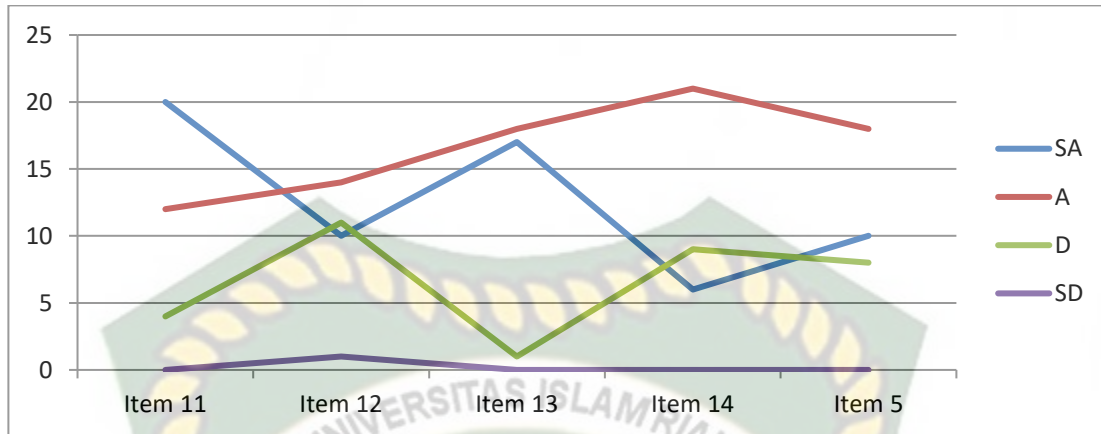

Figure 3 Dimension Generality
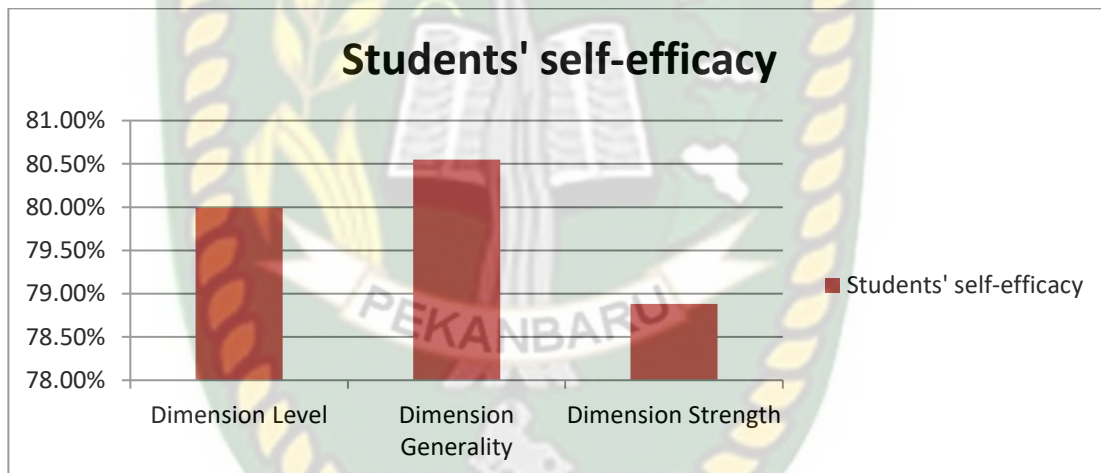
Figure 4 Dimension Strength

Figure 5 The average of students' self-efficacy

From the table and figure above, the score for each dimension is in the Really Good Score criteria which mean the average for 3 dimensions is also in Really Good Score Criteria. Based on the result, it means students at SMAN 2 Pekanbaru have Really Good self-efficacy in learning writing through Instagram.

4.1.2 Interview

The questionnaire responses showed that learning Instagram through Instagram could increase students' self-efficacy. But the researcher takes 3 questions for each dimension that gets lowest score. It is explained based on Research Focus.

Respondent 1 : (Grace Desvia Chandra)

Respondent 2 : (Lauren Junior)

Respondent 3 : (Steffi Ananta)

Respondent 4 : (Ivana Angelia)

Respondent 5 : (Nova Lestari)

In the question number 1 that contains Dimension Level, all the Respondents agreed to pay more attention in grammar when they were doing their witing task on Instargaram. This is stated by respondent 1 below:

"Yes, I do, because it will be seen by many people, it will be ashamed if I make a mistake"

Respondent 1 said that she will be ashamed if she makes mistakes on Instagram, because there are many people could see her writing. In the same side, Respondent 3 also has the same reason and give emphasize that she pays more attention in grammar when they were doing their writing task through Instagram.

"Yes, I really do. If we don't put much attention, we will be shy if many people on Instagram find our mistakes"

Meanwhile, respondent 5 has the different reason with the other respondent. Respondent 5 didn't really pay more attention in doing her writing task. This is as stated below

"I don't pay more attention in grammar, because I just think that I only have to accomplish my task"

Respondent 5 claimed that she just finish her writing task because it is a command from the teacher and didn't really pay more attention in grammar.

The question number 3 contains Dimension Generality. All respondents claimed that they really considered their followers when they were doing writing tsk through Instagram. This is as stated by Respondent 2 below

"Yes, I really consider it. Because I am shy if I make a mistake"

In the same line, Respondent 4 who has more than 900 followers also agree to consider followers when doing writing task through Instagram.

"Yes, I do, if many people see my writing task, I am really embarrassed"

In the last dimension, question number 4 contain Dimension Strength, it is match with the questionnaire score that it got 75% means in the position Really Good Score Criteria. This result is supported by statement of all the respondents. Respondent 2 by saying

"Yes, I still, because for me, a mistake is not the end of everything. We can change those mistakes. So, if I make some mistakes, I will try to fix it in the next posting"

The statement above showed that even though the respondent gets correction from his followers. There is no matter because he just fixes it then will remember the mistake he made and do not that anymore. In the same side, Respondent 3 is really welcome with critics. This is as stated below

"I am happy with critics. I will keep writing English caption in the next day. Because the mistakes could be fixed, Miss"

In the same line but has another statement, Respondent 5 agree to write English caption by saying

"If my followers found my mistakes, I will be down, but I don't give up and be more carefully and I will learn more"

Based statement above, it has known that respondent 5 got down firstly. But it is not a big deal for her. Respondent 5 still want to write English caption later on. In the same occasion, respondent 1 has unique statement, she doesn't really think about the mistake, Respondent 1 said that

"No problem, just revise it"

It is really simple reason, but has good meaning that respondent 1 will not got bad impact for herself if followers critics her mistakes. To give emphasize that learning writing through Instagram could build their self-efficay, the researcher give the last question in general. All the respondents agreed if learning writing through Instagram could build their self-efficaccy. And the respondent 1 is stated

"Yes, it is, because of Instagram's popularity, when we were doing task on it, we will be more careful, and in our age, Instagram is really useable for us. While in

doing task on paper, we will think that just finishing our task. In spite of doing it on Instagram, there is prestige on us"

The popularity of Instagram can not be denied that make students be more carefully in doing something. Especially, in accomplishing their writing task through Instagram. In the same occasion Respondent 3 and Respondent 4 feel challenged if accomplishing their writing task through Instagram, but Respondent 3 gives explanation more by saying

"Because if my task has been seen by many people, we could get positive comments"

It means it is not about critics if they make mistake, but they will be happy and could increase their self-efficacy higher if followers give positive comments in their writing task. The interviews prove that learning writing through Instagram could increase students' self-efficacy. The result of questionnaires is match with the interview's answer. Therefore, the students from grade XI Science 1 at SMAN 2 Pekanbaru agree that learning writing through Instagram could build their self-efficacy higher. And give positive impact to their self-efficacy.

4.2 Data Description

4.2.1 Questionnaire

Based on data presentation above, the researcher concluded that students from science 1 have really good Self-Efficacy in learning writing through Instagram for each indicator. The researcher also calculated the data to get the final average of three

dimensions. And the result showed that students from science 1 at SMAN 2 Pekanbaru have really good Self-Efficacy in learning writing through Instagram.

There are no items showed that students have poor self-efficacy. We could see in the Dimension Level number 4. It got the lowest percentage 72,91%. But, it is still in the Good score criteria. In that score, the researcher concluded that students from science 1 at SMAN 2 Pekanbaru have high elf-efficacy in learning for writing subject. The higher self-efficacy the more motivation they will get. It really good for students to get encourage to be total in doing their task.

In the other side, Dimension Generality number 10. It got the lowest percentage 75%. But it got Really Good score criteria. Based on the definition of dimension generality, the researcher concluded that students from XI Science 1 at SMAN 2 Pekanbaru had high self-efficacy in accomplishing any various task that related to learning for writing subject through Instagram. Such a good first step when students want to do their task, because get motivation is the first step that students had to have. And the last, Dimension Strength number 12,14 got lowest percentage. It is 72,91% but it is still in the Good position. So based on the result, event tho it is the lowest percentage from the other dimension, studenst from XI science 1 at SMAN 2 Pekanbaru have good self-efficacy. It means they have strong belief about their capabilities in doing their task and their bahaviour will be survive if there is difficult task come.

So, the researcher got the result of questionnaire is in the Really Good score criteria which means Social media-based learning especially Instagram could build students' self-efficacy higher.

4.2.2 Interview

The researcher had analyzed the answer of interview. It aimed to give support and emphasize that the anwer of questionnaire and interview is matched and solid to be a reference.

Based on the interview's result, all of interviews had had Instagram since they were in Junior High School. The interview number 4 had had Instagram sincec she was in elementary school. In the question number 2, 4 interviewees said that they consider they followers in doing writing task through Instagram. Only Interviewee number 5 said that she didn't really consider her followers. She just accomplished the task as instructed.

Following that statement, in the question number 3, all of interviewees are really considered their followers when they were doing writing task on Instagram. And all of them had same reasons. It is they will be ashamed if they make a mistake in accomplishing their writing task on Instagram. Because they have known that Instagram is the one of most popular social media in this era.

After that, same as the previous answer, in the question number 4, they also still agree to write English caption on Instagram if one day, they make a mistake. They said that when they make a mistake, and someone tell them, they will that to

them and fix it. Because of it, they will be more carefully to write and do not do the same mistake in the next day.

In the question number 5, 4 interviewees feel that accomplishing writing task on Instagram could increase their self-efficacy. They feel challenged and more carefully in doing their writing task. It gives a give impact to their self-efficacy. It could increase their self-efficacy considerably. Only 1 interviewee feels uncomfortable to finish writing task on Instagram. She feels insecure about her English writing abilities in doing that on Instagram.
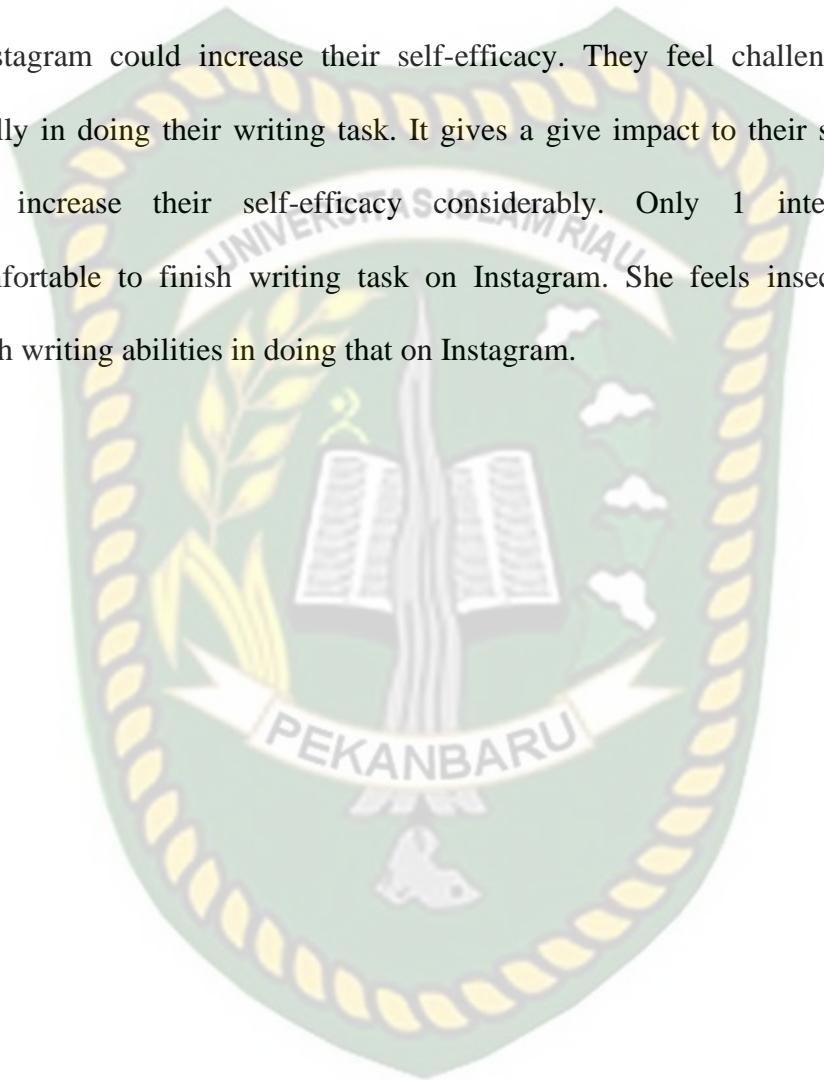
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions or teachers and other researchers to conduct another research with a similar topic.

5.1 Conclusions

The research is talking about how Instagram affect students' self-efficacy in learning writing at SMAN 2 Pekanbaru. Based on the result of data presentation and analysis showed that students grade XI Science 1 have good self-efficacy in learning writing through Instagram. It means, by using social media Instagram could affect students' self-efficacy

There are 3 dimension of self-efficacy that can be measurement method to measure students'self-efficacy. In this research, students have good-efficacy for each dimension. According to questionnaire result, in the dimension level, they got 80,41 % that means really good self-efficacy. For dimension generality, they got 80,55% that means really good self-efficay. And the last dimension, it is dimension strength, they got 78,88%. However, it also includes to really good self-efficacy. The researcher also counted the average of self-efficacy by using the result of self-efficacy for each dimension. It lso showed that they got 79,94% which mean have really good self-efficacy in learning writing through Instagram.

So, the researcher made conclusion, for the general result, students in the grade XI Science 1 have really good self-efficacy in learning writing through Instagram. In spite of the researcher separate the result for each dimension, the students still got the result that they have really good self-efficacy in learning writing through Instagram.

To make it clear, the researcher provided the interview's transcript. The question of interview has been gotten based on questionnaire's result. The question number 2,3, and 4 are gotten by dimension of self-efficacy that also has been written in the questionnaire.

According to the result of Interview, the result also showed that they have really good self-efficacy by saying that they will be accomplishing their task carefully if they do it on Instagram. All the interviewees had been telling that they will be shy if they're making mistake in doing their task on Instagram. They still feel challenged and more carefully in doing their task if they have to upload it on Instagram.

The result of interview also said that the popularities of Instagram can't be denied, all the students have registered as Instagram's users since they were in Junior High School, and one person have registered as Instagram's users since elementary school. By those reasons, Instagram is such an appropriate media to be used in learning process. There is no one interviewee who didn't consider their followers when they're accomplishing their writing task. Based on the reason, it will build their

self-efficacy to be higher. When they have good self-efficacy, they will do their writing task carefully, and trying to avoid mistakes.

Based on the interview's result, the researcher concluded that, students in senior high school don't really care about their score. They do really care about how to do their writing task well, and avoid mistakes. They will be more ashamed when their followers found their mistakes than the teacher found it. Through this reason, the researcher also concluded that idea of using Instagram to give good impact for students' self-efficacy is really good idea.

5.2 Suggestions

After doing the research about students self-efficacy in learning through Instagram, the researcher has dome suggestions that could be taken for English teaching and learning to enrich students' skill.

1. For the teachers

The researcher suggests the teacher to use Instagram in teaching learning process because by using it, students will get high-self efficacy and get good impact in accomplishing their task. The teacher should be more realize about the students needed in teaching learning process. Teacher should be more creative in Instagram as media to teaching English. Many features on Instagram could be used to teach writing. Their self-efficacy will get higher if they completely know how to do their

task well. By using popular social media can help the students to build high self-efficacy.

2. For the other researcher

The result of this research is expected to encourage the other researchers to conduct further research. Since in this research the researcher used Instagram as media to build self-efficacy, the next researcher is suggested to have the different skill such as speaking, listening, and reading the writing task with different social media where the students in senior high school has been familiar with it. So, that their self-efficacy will increase significantly and give good impact to their skill performance.
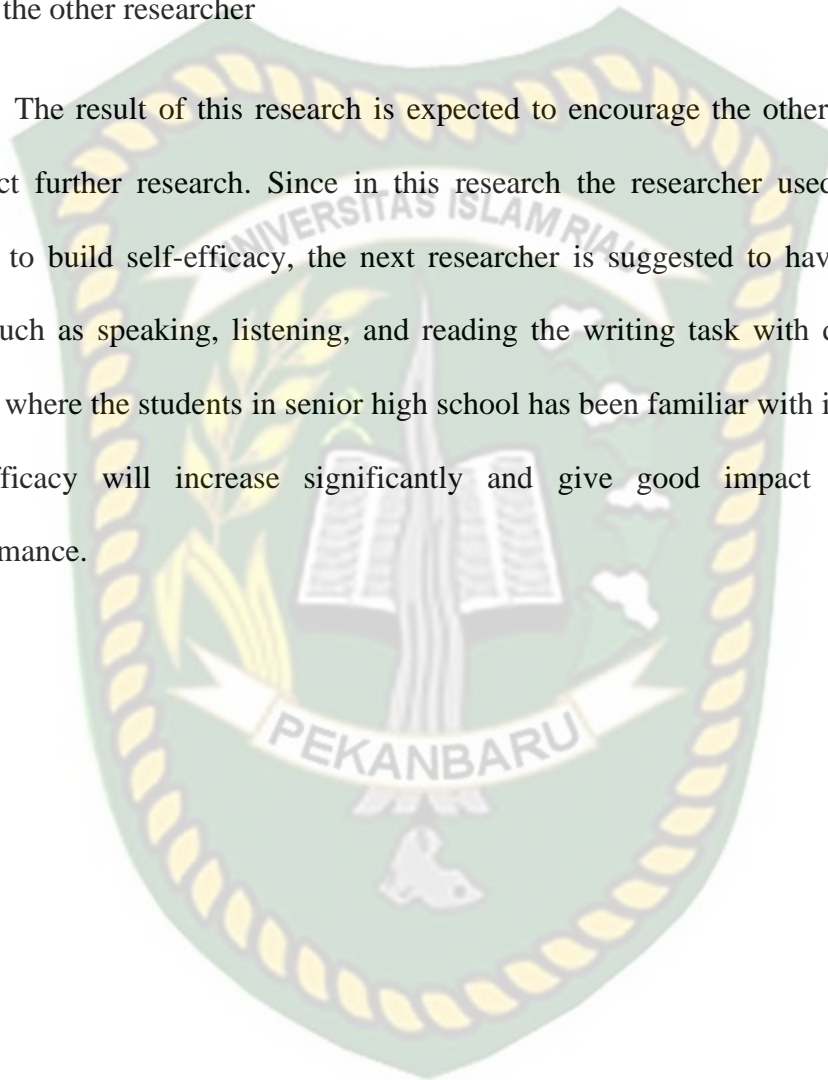
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