

## BIBLIOGRAPHY

- Abtahi. Tral and oral proficielation of locus of control, social and cultural, and capital and oral proficiency achievement of EFL students: Accelerand in Mashhad Mashhad: *International Journal of Applied Linguis English Literature*, 3(2), 242-247,
- Amalia, A. R. (2022). Students' Perceptions on the Use of Instagram Reels To Stimulate Students' Motivation in Speaking English. *JELLT (Journal of English Language and Literature Teaching)*, 7(Vol. 7 No. 2 (2022): November), 193–200.  
<https://ejournal.unima.ac.id/index.php/jellt/article/view/5303/2590>
- Akhiar, A. (2017) Students' perceptions and attitudes towards the use of Instagram in English language writing. Malaysia: *Malaysian Journal of Learning and Instruction (MJLI)*, 1(1), 47-72.
- Aloraini, N. (2018). Investigating Instagram as an EFL learning tool. Riyadh: *Arab World English Journal (AWEJ)*, 1(24), 174-184
- Apriyanti, D., Syofiani, Ramadhan, S., & Mukhaiyar. (2018). Improving students' public speaking skill through Instagram. Atlantis Press, 263(ICLLE), 268–271.
- Aidah, R. S. (2022). ELF Students' Perception towards the Use of Instagram in Sspeaking English. RETAIN (Research on English Language Teaching in Indonesia) (e-Journal), 10(1), 164-171.  
<https://ejournal.unesa.ac.id/index.php/retain/article/view/47621>
- Blackwell, J. (2013). Understanding the structure of texts. Birmingham: *Polyglossia*, 1(4), 4-14.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661.  
<https://doi.org/10.1177/1744987120927206>
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth)*. Pearson Education, Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th edition)*. New York: the Taylor & Francis Group.
- Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and why are educators using Instagram? *Teaching and Teacher Education*, 96, 103149.  
<https://doi.org/10.1016/j.tate.2020.103149>
- Dornyei, Z. (2003). *Questionnaires in second language research: Construction,*

*administration, and processing*. New Jersey: Lawrence Erlbaum Associates, Inc

Devana, T., & Afifah, N. (2021). Enhancing students' speaking skill and motivation through Instagram vlog. *Atlantis Press*, 513, 358–363. <https://doi.org/10.2991/assehr.k.201230.131>

Dewi, N. P. P., Marsakawati, N. P. E., Putra, N. A. J., & Suwastini, N. K. A. (2022). Being really on Instagram Reels: An authentic tool to enhance English speaking skills. *Journal of English Language Studies*, 4(3), 240- 251. <https://doi.org/10.31849/elsya.v4i3.10075>

Erarslan, A. (2019). Instagram as an education platform for EFL learners. *TOJET: The Turkish Online Journal of Educational Technology*, 18(3), 54–69. <https://eric.ed.gov/?id=EJ1223776>

Gaviani, W. E., & Armeria, W. (2019). The effectiveness of teaching writing descriptive text by using social media "Instagram" to improve students' writing ability at junior high school students. Surabaya: *Journal of Muhammadiyah University of Surabaya*, 7(1), 16-2

Gunantar, D. A., & Transinata, T. (2019). Writing caption on Instagram as media for student's motivation and writing skill improvement. *ETERNAL (English Teaching Journal)*, 10(1). <https://doi.org/10.26877/eternal.v10i1.3905>

Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230–239. <https://jurnal.usk.ac.id/SiELE/article/view/10932>

Handayani, F. (2016). Instagram as a Teaching Tool? Really?. International Seminar on English Language and Teaching. 320-328. <http://ejournal.unp.ac.id/index.php/selt/article/download/6942/5476>

Huang, Y. T. (2018). Motives for Instagram use and topics of interest among young adults. Taoyuan: *Future Internet*, 10(77), 1-12.

Hyland, K. (2003). *Second language writing*. Hong Kong: Cambridge University Press.

Idrastana, N. S., & Rinda, R. K. (2021). The Implementation of Mobile-Assisted Language Learning Through Youtube Vlogging to Boost Students' Speaking Performance. *Atlantis Press*, Vol. 514. <https://doi.org/10.2991/assehr.k.210101.012>

Knapp, P., & Watkins., M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: University of New South Wales Press, Ltd.

Khatibi, M. B. (2014). The effect of genre-based teaching on EFL learners' speaking performance. Tehran: *IJRELT*, 1(3), 38-52.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational*

- research: From theory to practice (Second edition)*. San Francisco: John Wiley & Sons, Inc.
- Meghyasi, M., & Hashamdar, M. (2015). The effect of concept mapping strategies on Iranian EFL learners' descriptive and persuasive writing. Karaj: *International Journal of Educational Investigations*, 2(7), 57-68.
- Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems (IJDPS)*, 3, 309-318. <https://doi.org/10.5121/ijdps.2012.3126>
- Nguyen, L. (2021, July). How to Use Instagram Reels for Business 2021. Hootsuite.Com. Retrieved September 27 2021 from <https://www.google.com/amp/s/blog.hootsuite.com/instagramreels/am>
- Prasetyawati, D. (2015). Analysis of Questions Used by English Teacher at Jakarta Intensive Learning Center (JILC). *Makassar: Makassar University*
- Patton, M. Q. (1999). *Enhancing the Quality and Credibility of Qualitative Analysis*. *Health Services Research*, 34, 1189-1208
- Ramadoni, Y. (2019). The effect of using Instagram on eleventh grade students' speaking skill. *Retain*, 7(1), 123–130. <https://ejournal.unesa.ac.id/index.php/retain/article/view/28141>
- Rao, Parupalli. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*(Vol. 2, Issue 2). [https://www.researchgate.net/publication/334283040\\_THE\\_IMPORTANCE\\_OF\\_SPEAKING\\_SKILLS\\_IN\\_ENGLISH\\_CLASSROOMS](https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS)
- Rinda, R. K., Novawan, A., & Miqawati, A. H. (2018). Students 'perspectives on social media-based learning of writing through Instagram. *Journal of English in Academic and Professional Communication*, 5(1), 23–33.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT (Teaching Knowledge Test) course*. Cambridge: Cambridge University Press.
- Shen, L., Silva, T., & Matsuda, P. K. (2002). On Second Language Writing. In *TESOL Quarterly* (Vol. 36, Issue 4). <https://doi.org/10.2307/3588251>
- Silalahi, J. T. U., Perdana, I., & Luardini, M. A. (2021). Instagram as the online teaching platform of speaking. *Journal Compound*, 9(1), 15–23. <https://ejournal.upr.ac.id/index.php/JCP/article/view/3042/2528>
- Tamela, E., Pujiati, H., & Zahra (2019). The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English. *Atlantis Press*, 335. <http://www.atlantis-press.com/article/125914712.pdf>
- Wei, L., & Moyer, M. G. (2008). *The Blackwell guide to research methods in bilingualism and multilingualism*. Victoria: Blackwell Publishing Ltd.

Wullandari, M. (2019), improving EFL learners' speaking proficiency through vlog.  
Yogyakarta: *LLT Journal: A Journal on Language and Language Teaching*,  
22(1), 111-125