Exploring the Influence of Extensive Instagram Use on English Writing Skills among Secondary School Students

[1]Johan @ Eddy Luaran., [1]Sufiah Najwa Fazal., [2]Jasmine Jain

[1]Faculty of Education, Universiti Teknologi MARA

[2]School of Education, Taylor's University

ABSTRACT

The pervasive use of Instagram among adolescents raises important questions about its impact on formal writing proficiency. This study investigates how extensive Instagram use influences English writing skills—specifically vocabulary, grammar, spelling, and sentence structure—among secondary school students in Cheras, Kuala Lumpur. Addressing a gap in local research, the study employed a quantitative descriptive survey design involving 35 randomly selected students. Data were collected through a structured questionnaire and supported by document analysis of students' academic writing. Findings reveal a dual effect. Positively, Instagram use was associated with improved vocabulary and increased interest in language learning, as students encountered diverse content and expressions. However, negative effects included declining sentence structure proficiency and increased use of informal grammar and spelling conventions in academic writing. The high variability in responses suggests that Instagram's influence depends on individual usage patterns and content engagement. While Instagram fosters creativity and informal language acquisition, it can compromise students' grasp of formal writing norms. The study concludes that educators should design interventions that reinforce academic writing conventions while leveraging the platform's creative potential. This balanced approach can help mitigate risks and enhance language learning outcomes in the digital age.

Keywords: Instagram, writing skills, social media, secondary students, vocabulary, grammar, Malaysia

INTRODUCTION

Social media is universally recognized and utilized, serving as a convenient alternativefor virtual connections. Currently, approximately 4.59 billion people globally engage withsocial media platforms (Dixon, 2023). This study aims to explore the impact of Instagramon the writing skills of secondary school students, with a particular focus on grammar, vocabulary, sentence structure, and spelling. Instagram, a widely used platform among adolescents, offers a unique context for communication characterized by brevity and informality. However, there are growing concerns about how these informal communication practices on Instagram might influence students' adherence to writing conventions in academic contexts.

This investigation delves into the effects of Instagram on sentence structure and spellingproficiency, examining whether the informal language patterns prevalent on the platform affect students' writing style and accuracy in formal academic settings. By analyzing thesedimensions, the research seeks to provide a deeper understanding of the relationship between social media use and academic writing skills among secondary school students. The insights gained will contribute to informing educational practices and developing interventions aimed at supporting language development and improving writing proficiency. Understanding this dynamic is crucial as it highlights the broader implicationsof social media on education and the potential need for strategies to mitigate its negative impacts on academic writing.

Background of the Research

The Malaysian Education Blueprint emphasizes the pivotal role of education in a nation's economic growth and development. It underscores that a nation's future success hinges on the quality of education within classrooms

today, as the competency, knowledge, and skills of its citizens drive national achievements. Higher education levels are linked to greater economic prosperity and wealth (Malaysia Education Blueprint 2013 – 2025, page E-1). Therefore, ensuring that school students are proficient in English is crucial for securing a bright future. English teachers play a vital role in this, as most Malaysian students rely on them to learn English, their second language, since they primarily communicate in Malay at home and with peers (Mohamad, 2022). English classes are essential for secondary students to enhance their language skills, providing structured guidance and instruction. Additionally, parental involvement is crucial, as engaging with children in language practice outside the classroom fosters language development, reinforcing classroom learning and building confidence and fluency. This holistic approach to language education, combining classroom instruction and parental support, equips students with the necessary skills to excel in English proficiency.

In the era of social media, its potential to boost secondary school students' confidence and proficiency in English is evident. The COVID-19 pandemic highlighted the need for innovative educational strategies, especially with the shift to virtual learning environments. The 2020 SPM examination showed improvements in subjects like Mathematics, Science, History, and Moral Studies, but language subjects like English and Malay faced challenges, pointing to difficulties in virtual language instruction (Chung, 2021). These findings emphasize the critical role of social media in addressing language proficiency gaps. This research aims to explore the integration of social media to enhance language learning, focusing on writing skills. Writing is crucial not only for academic performance but also for social and emotional development and success in a competitive world (Rao, 2017; Moses, 2019). Instagram, with its extensive user base, is the focal platform for this study.

Social media, defined as computer-based technology that facilitates idea-sharing and community-building, became essential during the 2020 global pandemic, forcing routine activities to go virtual (Dollarhide, 2024). Teachers had to adapt quickly, incorporating online platforms like social media into their lessons. Conducting virtual language classes, particularly the writing component, posed challenges since direct feedback and guidance were limited. Teachers needed to employ creative online alternatives.

Social media can enhance students' English proficiency by providing a platform for active language engagement. This not only improves proficiency but also boosts students' confidence. Research by Malaysian universities supports the positive impact of social media on learning, facilitating self-directed study, idea exchange, commentary, and assignment submissions, thus enhancing grammatical knowledge and writing skills (Moses, 2019). Integrating social media into education promotes collaborative learning and global communication, preparing students for success in an interconnected world.

Social Media

Instagram

Instagram is a free online tool and app that allows users to capture and share photos and videos with friends and family immediately and more conveniently. There are more than one billion monthly active users on Instagram, so secondary school students are most likely to be one of the users as well (Saini, 2020). Instagram has many benefits that allow us to not only able to use it for personal use but can also be used as an educational tool in the classroom. For instance, teachers can ask students to capture photos or videos of their class work, homework, assignments, school activities, then post those in their own account, or a class account, and have discussions about the posts using the comment sections (Abella-García, 2019). Instagram also has various features that could be applied in a learning context such as the poll feature that can be used as a quiz for the students. In addition, there are plenty of educational accounts on Instagram that are created to teach and improve Instagram user's users' command of English.

Supported by a study, it is evident that incorporating Instagram into teaching methods can significantly improve writing skills among students, showcasing its potential as an effective educational tool (Sari, 2018). This discovery underscores the significance of embracing digital platforms like Instagram to enrich the landscape of language education. Moreover, it emphasizes the imperative for educators to evolve their instructional approaches to resonate with the digital inclinations of contemporary learners, thereby ensuring relevance and effectiveness in pedagogical endeavors.

Social Media usage

Implementing social media as a learning tool aligns with the shift towards learner- centered environments in universities, where instructors facilitate rather than disseminate knowledge, promoting active learning. Research shows that students exposed to social media interventions exhibit higher engagement and improved learning performance compared to those without such interventions (Anankulladetch, 2017). Thus, integrating social media in classrooms can enhance the learning experience and student outcomes.

Contrary to common perceptions, social media can positively impact teenagers' emotional well-being, strengthening relationships, self-expression, and connectivity (Booth, 2020). This nuanced view challenges conventional narratives and highlights the need for comprehensive studies on social media's effects. Research on e-Learning acceptance underscores the importance of performance expectancy, social influence, enjoyment, and self-efficacy in fostering positive attitudes towards digital learning (Salloum, 2018). These insights are crucial for designing effective e-Learning initiatives.

A study on Malaysian youth found positive associations between social media usage, multitasking, self-efficacy, and academic performance (Yunus, 2021). This emphasizes the growing influence of social media on academic outcomes and the need for balanced use. Research on the educational benefits of digital platforms like blogs highlights their role in enhancing critical thinking and language proficiency (Hughes, 2019).

Another study revealed students' positive perceptions of social media as a teaching tool, emphasizing its potential to enhance interaction and information exchange in educational settings (Boateng, 2021). Additionally, cooperative learning strategies, when combined with social media, can significantly improve students' writing skills, highlighting the relevance of collaborative approaches in education (Zook, 2018; Yusuf, 2018). This research underscores the value of integrating social media to foster cooperative learning environments and enhance academic performance.

Writing

Writing is a crucial aspect of language acquisition, enabling students to express ideas, emotions, and intentions clearly (Aminatun, 2021). Proficiency in writing is essential for English language development, helping students articulate ideas effectively and communicate complex concepts. It also allows students to refine their grammar, vocabulary, and sentence structure, enhancing overall linguistic competence. Thus, writing is pivotal in facilitating students' expression and comprehension of English.

Issues Created by Internet Linguistics

Colloquialisms, which encompass informal and conversational expressions, have become increasingly prevalent with the widespread adoption of internet communication, particularly in platforms like texting. Danet (2001) delineated ten Internet Language Features, including multiple punctuations, eccentric spelling, and emoticons, which have become ubiquitous in online discourse. However, recent research indicates a concerning trend: these internet language features are gradually permeating students' academic writing, potentially disrupting its formal conventions. For example, a study scrutinized the usage of internet language features among male and female commenters on Dagelan's Instagram account. The findings unveiled distinctive usage patterns, with male commenters frequently employing "haha," "ini," and "kita," while female commenters favored "wkwkwkw," "hahaha," and "tak" (Indah, 2015). Such observations suggest that internet jargon is infiltrating students' academic writing practices, posing challenges to maintaining the standard norms of scholarly discourse. This trend underscores the need for educators to address the influence of internet language on academic writing and to promote adherence to formal conventions in educational settings.

The findings of another study revealed that Instagram has emerged as a popular social media platform among local students. Consequently, this study specifically targets Instagram as the sole focus. Additionally, their research demonstrates a notable correlation between social media usage and the academic writing proficiency of students enrolled in the English education study program. The impact of social media usage on students' mastery of academic writing was quantified at 11.4% (Suganda, 2019). The indicated correlation between social media

usage, particularly Instagram, and the academic writing proficiency of students in the English educationstudy program suggests that there is a relationship between these variables. Specifically, it implies that the extent to which students engage with social media, such as Instagram, may have an influence on their mastery of academic writing. However, it's important to note that correlation does not necessarily imply causation,and further research would be needed to understand the underlying mechanisms behind this relationship.

Spelling

Another consequence of internet linguistics is the prevalence of misspellings. A study found that social media usage significantly affects students' spelling proficiency, with instances of internet language, such as "dat" for "that" and "u" for"you," appearing in formal writing (Wilson, 2018). This research examines the impact of extensive Instagram usage on secondary school students' English writing skills, focusing on how social media engagement affects overall writing abilities. The findings suggest a correlation between heavy Instagram use and the degradationof students' writing skills, indicating that social media's influence on language use extends into academic writing. This study aims to explore the extent and implicationsof this influence.

Sentence structure

The study emphasizes the significance of students' proficiency in punctuating descriptive paragraphs, revealing a generally low level of proficiency (Ginting, 2018). While it highlights punctuation errors, it does not directly link these errors tosocial media usage. The current research aims to explore whether social media, particularly Instagram, influences students' punctuation skills. Similarly, research oncapitalization errors shows significant struggles among students, such as incorrect capitalization of proper nouns and sentence beginnings, unfamiliarity with letter shapes, and overgeneralization (Jones, 2019). This study distinguishes itself by examining the potential impacts of social media usage on these specific errors and their broader effect on sentence structure skills. This research aims to understand how extensive Instagram use affects secondary school students' English writing skills, focusing on the relationship between social media engagement and sentence structure proficiency.

Grammar

A past research found that online discussions significantly improved EFL university students' grammar knowledge. The experimental group showed notablegains compared to the control group, highlighting the effectiveness of interactive digital environments in language learning. Relating this to the current research on Instagram's impact on secondary school students' English writing skills, both studies examine how digital platforms can influence language proficiency (AbdulGhafoor, 2021). The study focuses on grammar through online discussions,this research investigates Instagram's effects on grammar, vocabulary, sentence structure, and spelling. Factors such as pedagogical, psychological, cognitive, andsocial influences identified in the Anbar study can also be relevant to Instagram's impact.

Vocabulary

Social media is widely used for communication and increasingly integrated into education. A previous study examines its impact on English vocabulary developmentand interest in language learning among Malaysian university students. It also investigates both positive and negative effects of social media on language acquisition. Questionnaire data analyzed with SPSS revealed that social media sparks language learning interest among English learners (Zainal, 2020). This studyrelates to our research on Instagram's influence on secondary school students' writingskills, contributing to understanding how digital platforms affect language learning across different educational levels.

Related Theories

Constructivism

Constructivism theory, as outlined by Mcleod (2024), emphasizes the importance of connecting new knowledge with past experiences and allowing learners to construct their own understanding. It underscores the significance of learners' background knowledge in assimilating new information effectively. Bruner's constructivist theory,as

discussed by Zhou (2020), highlights the role of organization in learning. Accordingto Bruner, well-structured learning materials facilitate successful knowledgeacquisition for learners of all ages. Incorporating Instagram into lessons aligns with constructivist principles by providing organized learning materials and opportunities for students to engage with educational content. This approach supports learners in comprehending how the world works and functions while fostering activeparticipation and application of knowledge.

Sociocultural Theory

Sociocultural theory, rooted in the work of psychologist Vygosky, underscores the influence of society on language development. It emphasizes the importance ofcommunication and social interaction in language acquisition, suggesting that learningis inherently a social process. Vygosky's theory posits that higher-order cognitive functions develop through social interactions, with individuals integrating and simulating information from those around them. Applying this theory to education, integrating platforms like Instagram can promote language development byencouraging students' interaction and use of the English language.

Sternberg's Triarchic Theory

Sternberg's perspective on intelligence expands beyond academic success, encompassing analytical, creative, and practical dimensions. Analytical intelligence entails effectively analyzing new information, while creative intelligence involves thinking innovatively and generating novel ideas. Practical intelligence emphasizes the application of knowledge in real-world contexts (Nguyen, 2022). Utilizing platforms like Instagram provides students with opportunities to engage in creative language useand continuous practice, aligning with Sternberg's multifaceted view of intelligence.

Statement of Problem

This study aims to analyze the impact of extensive Instagram usage on the English writing skills of secondary school students. The independent variable in this investigation is the extent of Instagram usage, while the dependent variable is the students' proficiency in English writing.

A significant gap exists in the current local literature concerning the direct effects of social media engagement, particularly Instagram, on secondary school students' English writing abilities. While prior studies, such as Risto (2014), have highlighted concerns among middle and high school teachers—ranging from 69% to 81%—about the negative influence of texting and social media on academic skills, these findings predominantly focus on general social media habits rather than specific platforms like Instagram. Furthermore, existing research has revealed that frequent exposure to informal communication on social media often leads to a dilution of formal writing conventions. This is evident in the students' tendency to unconsciously transfer casual language, typically used in texting and social media, into their academic writing, potentially compromising the quality and rigor of their formal written expression. Given the widespread nature of social media usage and its potential influence on writing behaviors, this study is warranted to address the nuanced effects of Instagram on academic writing skills, with the goal of identifying effective strategies to counteract these trends and promote stronger academic writing competencies among secondary school students.

Research Objectives

The main objectives of the research are as follows:

I. To examine the impact of students' engagement with Instagram on their academicwriting proficiency.

Research Questions

The main objectives of the research are as follows:

II. To examine the impact of students' engagement with Instagram on their academicwriting proficiency.

Research Design

This study adopted a quantitative research design, specifically utilizing a descriptive survey method. This approach was chosen to enable a systematic and statistical investigation of the relationship between Instagram usage and English writing skills among secondary school students. As defined by Creswell (2013), quantitative research is suitable when the research aims to test objective theories by examining the relationship between measurable variables. It involves the collection and analysis of numerical data to explain, predict, or control phenomena of interest.

Given the study's objective—to examine the extent to which extensive Instagram usage influences various components of students' writing proficiency (vocabulary, grammar, spelling, and sentence structure)—a descriptive survey was particularly appropriate. This method allows for capturing patterns, frequencies, and correlations from a relatively large sample within a defined population. Moreover, it enables the researcher to generalize findings to similar contexts, provided that sampling procedures and instrumentation are rigorously applied. The descriptive element of the design further facilitated the identification of trends and variability in writing performance among social media users in an authentic educational setting.

Population and Sample Size

The population for this study comprised secondary school students at School X, located in Cheras, Kuala Lumpur, Malaysia. This school was purposefully selected due to its active digital engagement culture and access to a diverse student body. A total of 35 students participated, drawn through simple random sampling to ensure that every Instagram-using student in the school population had an equal chance of selection. This probabilistic approach strengthens the internal validity of the study by reducing selection bias and enhancing the representativeness of the sample (Fraenkel, Wallen, & Hyun, 2012).

Although the sample size is modest, it was deemed appropriate for a school-based study where the primary goal was to identify emerging patterns rather than achieve statistical generalizability to a national population. The focus on a specific educational context enabled the research to provide depth of analysis, offering actionable insights for educators and stakeholders in similar secondary school settings. Furthermore, the relatively small sample facilitated detailed document analysis alongside the quantitative survey, ensuring a richer understanding of the phenomena under investigation.

Instrumentation

The primary data collection instrument was a structured questionnaire, designed to elicit students' self-reported Instagram usage patterns and perceived effects on their writing skills. The questionnaire was grounded in validated constructs from previous studies on digital media and literacy (Singh et al., 2006), and it was tailored to address the specific research questions of this study. The instrument was divided into thematic sections covering frequency of Instagram use, types of content consumed, and self-assessment of writing abilities in relation to grammar, vocabulary, sentence structure, and spelling.

The use of questionnaires is methodologically justified for its cost-efficiency, scalability, and capacity to yield standardized data that can be subjected to statistical analysis. Furthermore, the questionnaire's close-ended format enabled the quantification of subjective responses, which is consistent with the goals of descriptive quantitative research.

In addition to survey data, the study employed document analysis of students' past English writing assignments. This complementary method was incorporated to triangulate data and enhance the credibility of the findings (Patton, 2002). By analyzing these authentic writing samples, the researchers were able to evaluate actual performance in grammar, sentence construction, and spelling—providing an empirical basis to cross-check students' self-reported data. This integration of data sources strengthens the study's methodological robustness through mixed-method triangulation within a primarily quantitative framework.

Data Collection Procedures

Data were collected in two stages to ensure methodological rigour and ethical integrity. First, an online questionnaire was administered via Google Forms to the 35 selected students. This mode of administration was chosen for its accessibility, rapid deployment, and facilitation of real-time data collection—all crucial in a school-based setting where time and resources are often constrained. Teachers assisted in the distribution process to ensure voluntary participation and to reach students identified as active Instagram users. The questionnaire was completed within a single day, minimizing the risk of external influence and non-response bias.

Second, with prior consent, the researchers collected and analyzed students' archived English essays from their academic records. This document analysis provided contextually rich, real-world data on students' writing practices and allowed for a more nuanced assessment of writing proficiency beyond self-perception.

Throughout the study, strict adherence to research ethics was maintained. Informed consent was obtained from all participants (and guardians where necessary), confidentiality was assured, and participation was entirely voluntary. The ethical protocol followed established guidelines from educational research (Abrar & Sidik, 2019; Alvionita et al., 2021; Nafsi, 2022). The ethical rigor of the study not only ensures the protection of participants but also bolsters the trustworthiness and credibility of the research process.

Findings for Demographic

The focus of this analysis is on elucidating the demographic characteristics of secondary school students, which are crucial for contextualizing the study. We explore key attributes such as gender, age, time spent on Instagram, and the activities in which participants engage on the platform. These aspects not only outline the composition of the respondent pool but also offer valuable insights into their diverse backgrounds and experiences. By examining these demographic details, we gain a deeper understanding of the factors that may influence their Instagram usage patterns and their potential impact on English writing skills. This comprehensive demographic profile helps to establish a clearer picture of the students' social media habits and provides a solid foundation for interpreting the subsequent findings of our research

Gender

The initial section of the research instrument was designed to gather a brief profile of the participants. This segment aimed to collect concise demographic information about the respondents. The following section offers an overview of these demographic details:

Figure 1: Figure Showing the Gender of the Participants
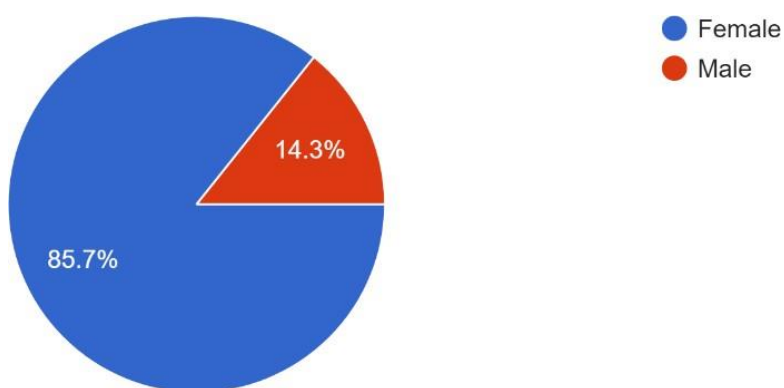
The gender distribution of the participants is depicted in Figure 1. The majority of respondents were female, with 30 female participants compared to 5 male participants. This significant disparity highlights a predominantly female respondent pool, which may influence the interpretation of the study's findings related to Instagram usage and its impact on English writing skills. The gender imbalance is an important consideration when analyzing the data, as it reflects the composition of the sample and may suggest different patterns of social media engagement between genders.

Age

The primary objective of this research is to examine the impact of extensive Instagram use on secondary school students' English writing skills. The study focuses on a sample of Malaysian army officers aged between 20 and 50 years. Figure 2 shows the distribution of respondents across different age groups, offering insights into the age demographics of the participants involved in the study.

Figure 2: Figure Showing the Age of the Participants
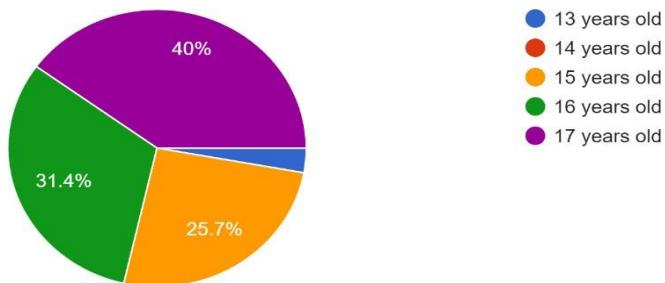
The age distribution of the participants is illustrated in Figure 2. The respondents' ages ranged from 13 to 17 years old, with the following breakdown: 1 participant (2.9%) was 13 years old, there were no 14-year-old participants (0%), 9 participants

(25.7%) were 15 years old, 11 participants (31.4%) were 16 years old, and 14 participants (40%) were 17 years old. The majority of the respondents were 16 and 17 years old, accounting for 71.4% of the total sample. This age distribution indicates a concentration of older secondary school students in the study, which may influence the overall findings regarding the impact of Instagram use on English writing skills. The lack of 14-year-old participants and the minimal representation of 13-year-olds are notable and should be considered when interpreting the results.

Time Spent on Instagram

Collecting data on the time students spend on Instagram is crucial for several reasons. It helps identify social media habits, assess the impact on English writing skills, and provide context for the findings. Understanding Instagram usage patterns can reveal whether increased time on the platform correlates with changes in writing proficiency and identify thresholds where usage becomes detrimental. This information also guides effective interventions and allows for comparative analysis with other social media studies. Ultimately, this data is essential for drawing meaningful conclusions about the influence of social media on students' academic abilities.

Figure 3: Figure Showing the Participant's Time Spent on Instagram
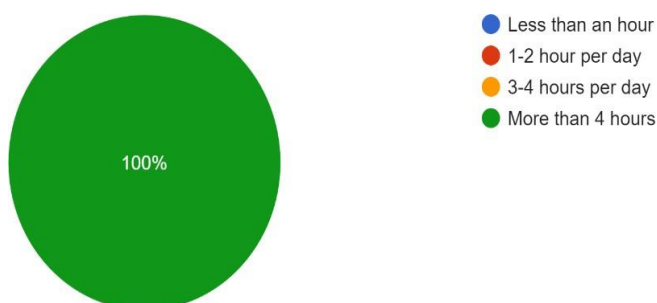
The distribution of Instagram usage among the respondents, categorized by gender, is shown in Figure 3. All respondents reported spending more than 4 hours per day on Instagram, totaling 35 participants (100%). This finding indicates a uniform pattern across genders in terms of extensive daily use of the platform. The absence of respondents reporting less than 4 hours per day suggests a significant dedication to Instagram among the study participants, regardless of gender. This data underscores the prevalence of prolonged engagement with Instagram among secondary school students, highlighting its potential impact on various aspects of their academic and social lives.

Activities Engaged on Instagram

Collecting data on the activities students engage in on Instagram is crucial for understanding their social media habits and behaviors. It allows researchers to analyze how different interactions such as posting, commenting, and liking correlate with changes in their English writing skills and academic performance. This information provides insights into the social dynamics and cognitive impacts of Instagram use, helping to tailor interventions and educational strategies aimed at fostering positive online behaviors and mitigating any potential negative effects on students' academic outcomes.

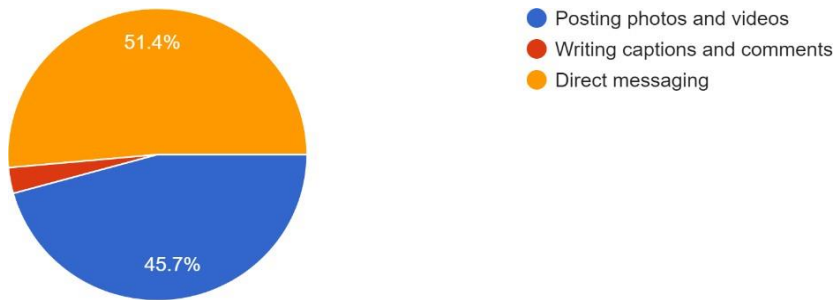Figure 4: Figure Showing the Participant's Activity on Instagram

Figure 4 displays the distribution of Instagram activities among the respondents, categorized by gender. The majority of participants engaged in direct messaging, with 18 respondents (51.4%) using this feature. Posting photos and videos was also popular, with 16 participants (45.7%) actively participating in this activity. Writing captions and comments had the lowest engagement, with only 1 participant (2.9%) reporting involvement in this aspect of Instagram usage. These findings indicate a predominant preference for direct communication and content sharing among the participants, irrespective of gender. The minimal engagement in writing captions and comments suggests a potential area for further investigation into how these activities may influence students' social interactions and language skills on social media platforms like Instagram.
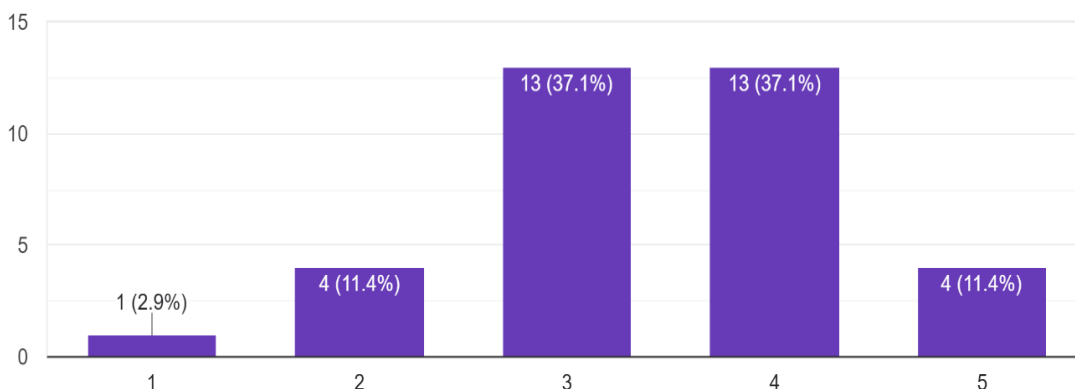
Students' Perceived Proficiency Level

This part of the questionnaire evaluates students' perceived proficiency level, focusing on how they assess their own skills and abilities in specific areas such as academic writing. It aims to gather insights into students' self-evaluations and their confidence in their competencies, providing a subjective measure of their perceived strengths and weaknesses. This information can help in understanding how students view their own capabilities and where they might feel they need improvement or additional support.

Students' Confidence Level

Investigating students' confidence levels in English is essential as it help in developing targeted interventions and teaching strategies to support students' language development, ultimately contributing to a more effective and inclusive educational environment.

Figure 5: Figure showing the level of students' confidence

Based on the survey findings regarding students' perceived confidence levels in English, it is evident that a significant number of respondents expressed varying degrees of uncertainty about their language proficiency. Specifically, 1 student indicated they were "not confident at all," while 4 students reported being "not confident." Another 13 students placed themselves at a "medium" confidence level, suggesting a cautious outlook on their English abilities. In contrast, 13 students described themselves as "confident," and 4 students rated themselves as "very confident," indicating a notable cohort with a strong belief in their proficiency. These findings underscore the diverse range of confidence levels among students, highlighting the importance of tailored support and encouragement to foster greater self-assurance and enhance English language skills across the student body.

Students' Perceived Ability in these Skills

Investigating students' self-assessed language skills proficiency to study the impacts of Instagram on writing skills helps establish a baseline of perceived abilities for assessing changes due to Instagram use. This approach highlights specific areas of writing influenced by Instagram, such as grammar, creativity, vocabulary, or clarity, and tracks changes over time. Insights from self-assessments inform targeted educational strategies to address negative impacts while leveraging positive influences, promoting student awareness and intentional platform use.

Table 2: Table showing the students perceived ability in these skills.

	Item	Spelling ability	Grammar ability	Vocabulary ability	Sentence Structure ability
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		3.34	2.94	3.23	3.14
Median		3.00	3.00	3.00	3.00
Mode		3[a]	3	3	3
Std. Deviation		.802	.765	.731	.845

a. Multiple modes exist. The smallest value is shown

The findings from students' self-assessed language skills proficiency indicate varying levels of perceived competence across different areas. According to their assessments, spelling proficiency received a mean score of 3.34 (SD = 0.802), placing it within the moderate range. This suggests that students generally feel moderately confident in their ability to spell accurately. Grammar skills, however, were rated lower with a mean score of 2.94 (SD = 0.765), falling into the low proficiency range. This indicates that students perceive their grammar proficiency as somewhat weaker compared to spelling. On the other hand, vocabulary proficiency was assessed at a mean score of 3.23 (SD = 0.731), positioning it once again within the moderate range. This suggests students feel moderately competent in their use of vocabulary. Similarly, sentence structure received a mean score of 3.14 (SD = 0.845), indicating a moderate level of proficiency. Overall, the total mean score of 3.16 across these language skills reflects an overall moderate self-assessed proficiency among students.

Impact of students' engagement with Instagram on their academic writing

Engagement with Instagram can impact students' academic writing in various ways. It can enhance creativity and visual storytelling skills, leading to more dynamic writing styles. Additionally, the distraction of social media can detract from the time needed for in-depth academic work, potentially lowering quality and performance. To explore this, the questionnaire includes nine questions on Instagram's influence on students' academic writing skills and habits.

Students' Frequency of Writing on Instagram

Investigating students' frequency of writing on Instagram is crucial for studying the platform's impacts on their writing skills because it provides insight into how often they engage in writing practices within a social media context. By examining the frequency of writing on Instagram, researchers can analyze correlations between digital writing habits and improvements or changes in students' writing proficiency, offering insights into its impacts on their overall writing abilities.
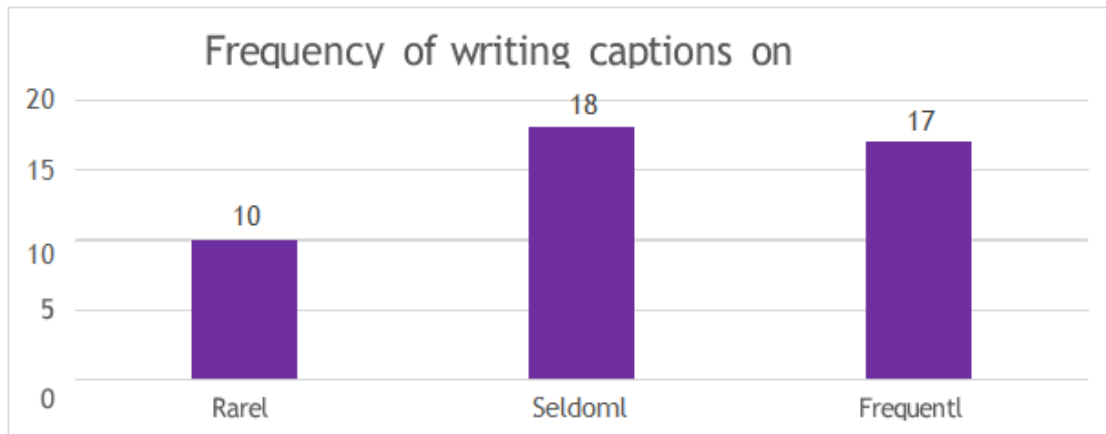
Writing Captions

Figure 6: Figure showing the students' frequency of writing captions on Instagram

The findings reveal a diverse range in how often students engage in writing captions on Instagram. A majority of students, totaling 18, indicated they do so seldomly, suggesting that while they participate, it is not a regular activity. Conversely, 7 students reported writing captions frequently, indicating more consistent engagement in this form of digital writing. Additionally, 10 students mentioned that they rarely write captions on the platform, reflecting a lower level of participation compared to their peers.

Writing Comments

Figure 7: Figure showing the students' frequency of writing comment on Instagram
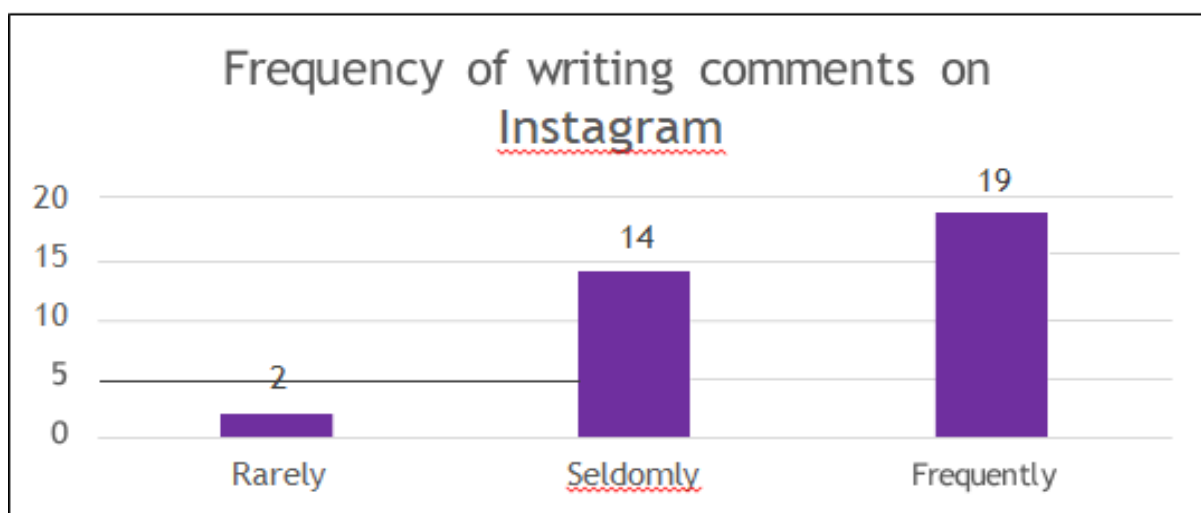
The findings indicate a spectrum of student engagement in writing comments on Instagram. A small number, 2 students, reported doing so rarely, suggesting infrequent participation in commenting. In contrast, a majority of 19 students mentioned that they frequently write comments on the platform, indicating regular interaction through this form of digital communication. Additionally, 14 students stated they seldomly write comments, indicating a moderate level of engagement compared to those who frequently comment.
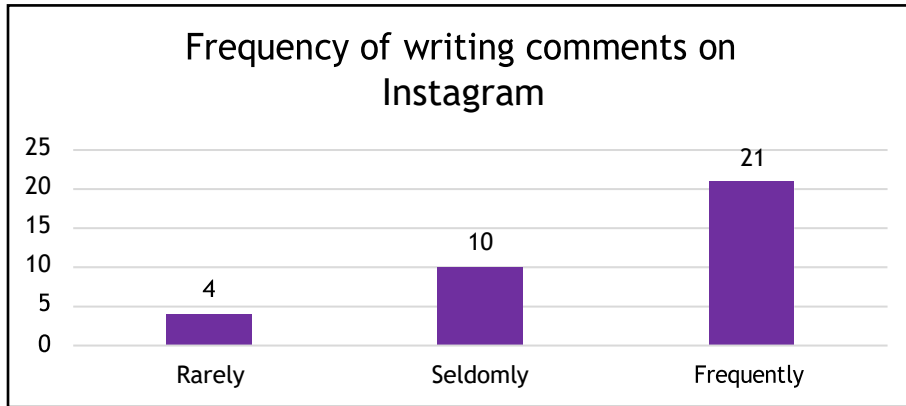
Writing Direct Messages

Figure 8: The students' frequency of writing direct messages on Instagram

A notable portion, comprising 21 students, reported writing direct messages frequently, indicating regular communication through this medium. In contrast,10 students mentioned that they seldomly engage in writing direct messages. Additionally, 4 students stated they rarely write direct messages on the platform, indicating minimal engagement in this form of digital interaction.

Students' Grammar Attention to Instagram

Investigating students' attention to grammar on Instagram is important for studying the platform's impacts on their writing skills because it helps assess whether they prioritize grammatical accuracy in their digital writing. This investigation provides insights into how Instagram usage influences students' awareness and application of grammar rules in informal writing contexts. By understanding their grammar attention on Instagram, researchers can analyse correlations between digital writing habits and improvements or changes in students' overall writing proficiency, offering insights into the platform's educational implications for language skills development.

Figure 9: Figure Showing Students' Grammar to Attention
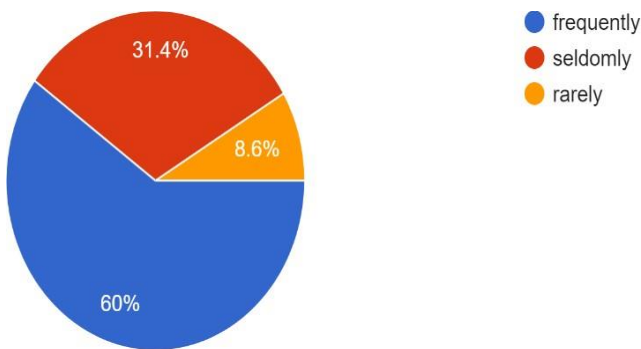
The findings indicate varying levels of attention students pay to grammar when writing on Instagram. A minority of students, 3 in total, reported paying attention to grammar rarely, suggesting infrequent consideration of grammatical correctness in their posts. Conversely, a majority of 21 students mentioned that they frequently pay attention to grammar, indicating a consistent effort to maintain grammatical accuracy in their digital communications. Additionally, 11 students stated they seldomly pay attention to grammar, suggesting a moderate level of attention compared to those who frequently consider it.

Perceived Frequency of Using Informal Language in Academic Writing

Investigating the perceived frequency of using informal language in academic writing is crucial for several reasons. It helps educators understand how digital communication norms, particularly those from social media platforms like Instagram, influence students' formal writing skills. This understanding can identify areas where students may struggle with maintaining the appropriate level of formality in their academic work, which can

negatively impact their grades and overall academic performance. Additionally, by recognizing these tendencies, educators can develop targeted interventions, such as workshops and curriculum adjustments, to reinforce the importance of formal language in academic settings. Monitoring the use of informal language also provides insights into students' overall language proficiency and literacy, revealing potential gaps in their understanding of formal writing conventions.
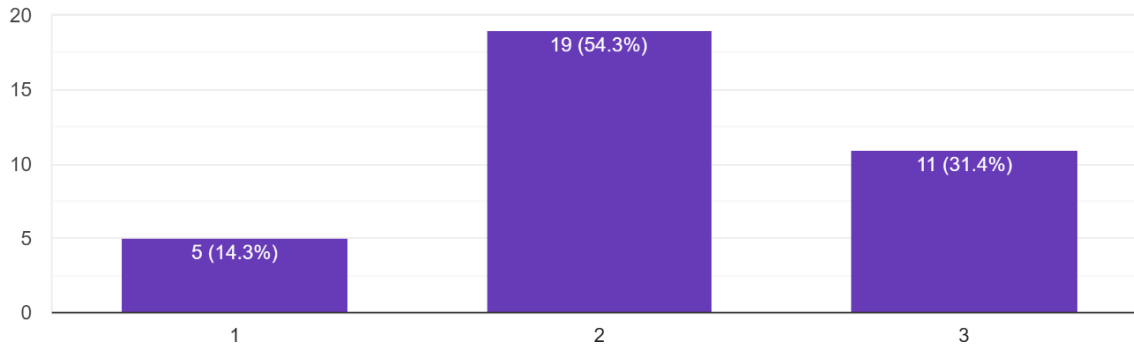
Figure 10: Figure Showing Students' Perceived Frequency of Using Informal Language in Academic Writing

35 responses

The findings on the perceived frequency of using informal language in academic writing indicate that a majority of students experience this issue to varying degrees. Specifically, 5 students reported rarely using informal language, 19 students indicated a moderate frequency, and 11 students admitted to frequently incorporating informal language into their academic work. These results suggest that while a small group of students manages to maintain formal language standards consistently, a significant number of experience occasional lapses, and a notable portion frequently struggles to avoid informal language in their academic writing.

Skills Alterations since Adopting Instagram

Investigating skills alterations since adopting Instagram is essential for understanding the platform's influence on students' writing abilities. This investigation helps to examine how Instagram usage affects the development and refinement of their writing skills over time. By analyzing changes in skills, such as language proficiency, creativity, clarity of expression, and adaptability to different communication styles, researchers can identify both positive and negative impacts. This study provides valuable insights into the educational implications of Instagram on students' writing competencies, informing strategies to enhance digital literacy and effective communication in online environments.

Spelling

Table 3: Table of students' perceived spelling changes from using Instagram.

N	Valid	35
	Missing	0
Mean		3.11
Median		4.00
Mode		4
Std. Deviation		1.301

Statistics

Students' Perceived Changes in Spelling

Since adopting Instagram, students' perceived proficiency in spelling shows a mean score of 3.11 (SD = 1.301), placing it within the moderate range. This indicates varied perceptions among students regarding the impact of Instagram ontheir spelling skills, suggesting both positive enhancements and potential challenges. While some students may benefit from increased spelling practice through writing captions and comments, others might struggle with maintaining consistent spelling accuracy in digital communication. The wider standard deviation highlights differing levels of engagement and effectiveness in spelling among students using Instagram. These findings underscore the need for further exploration into how social media platforms like Instagram influence spelling skills, considering both beneficial opportunities for practice and the risks of reinforcing incorrect habits.

Based on the document analysis conducted on the students, it suggests that Instagram has influenced students' spelling (refer appendix 1 until 13). The frequent use of informal language and abbreviations commonly found on Instagram appears to have impacted the students' spelling habits. For instance, words are often shortened for convenience or aesthetic purposes, leading to the omission of letters or the use of non-standard spellings. Additionally, the prevalence of slang and creative spelling variations on Instagram may contribute to a departure from conventional spelling rules, as students increasingly mimic these trends in their own writing. This influence is evident in their written assignments, where such non-standard spellings appear more frequently.

"*First of all, you can look at other posts about what they wanna share*"

The participants' use of the word "wanna" instead of the formal "want to"highlights a significant influence of social media language on their writing habits.The student, when asked, mentioned that he often uses "wanna" when writing on Instagram. This informal contraction, common in digital communication, reflectsa shift towards a more casual and conversational tone. The student's preference for"wanna" demonstrates how the brevity and informality of social media platformsimpact their writing style. This trend indicates a departure from traditional academic writing norms, suggesting that the immediacy and succinctness of Instagram communication are shaping how students express themselves in writtenform.

"*But beware tho, the app contains some bad people in it*"

The participants' use of "tho" instead of "though" and "app" instead of "application" reflects the casual and concise language typical of social media. Onestudent explained that he often uses these terms on Instagram because they are quicker and easier to type. This preference for informal abbreviations shows a trend towards efficiency and informality in digital communication. The student's use of "tho" and "app" highlights how the fast-paced nature of social media influences their writing style, leading them to favor shorter, more familiar words over longer, formal ones.

"*My advice for you is, you can sign up for Instagram cause Instagram is one ofthe most viral app in the world.*"

The participants' use of the word "cause" instead of the full form "because" highlights the informal and abbreviated language prevalent in social media communication. This shorthand is indicative of a broader trend towards brevity and ease of use in digital conversations. One student noted that he often used "cause" when writing on Instagram, as it saves time and fits the casual tone of theplatform. This choice reflects the influence of social media on language, where efficiency and informality are prioritized.

"*In the app u can communicate to anyone*"

The participants' use of "u" instead of "you" reflects the informal and concise language often seen in social media. This abbreviation is part of a larger trend towards quick and efficient communication in digital platforms. One student mentioned that he regularly uses "u" when writing on Instagram because it saves time and suits the casual style of the platform. This choice illustrates how social media's fast-paced nature affects language use, leading to a preference for shorter,more accessible terms.

"*Congrats, I am so happy for you.*"

This phrase serves as another example of how extended use of Instagram can leadto inadvertent misspellings. When questioned, the student admitted encountering this variation frequently on Instagram, which inadvertently

influenced their essaywriting. This phenomenon highlights how digital platforms can subtly alter language conventions, causing individuals to unconsciously adopt informal or non-standard spellings even in formal contexts.

"Story will also auto delete after 24 hours"

This sentence exemplifies another instance of how frequent use of Instagram can lead to inadvertent misspellings. When queried, the student noted encountering this spelling variation so frequently on Instagram that it became second nature to them, unintentionally carrying over into their essay writing. This illustrates how digital platforms can subtly influence language usage, causing individuals to adoptinformal or non-standard spellings without realizing it, even in more formal written contexts.

"You can also post your pic as a post on Instagram"

This sentence exemplifies how extensive exposure to Instagram can result in unintended misspellings. When queried, the student acknowledged encountering this spelling variation frequently on Instagram, which inadvertently influenced their writing style, extending into their academic essays. This observation underscores the subtle influence of digital platforms on language conventions, leading individuals to unconsciously adopt informal or non-standard spellings in formal written contexts.

Grammar

Table 4: Table of students' perceived changes in grammar from using Instagram.

Statistics		
Students' Perceived Changes in Grammar		
N	Valid	35
	Missing	0
Mean		3.71
Median		4.00
Mode		4
Std. Deviation		.789

The study reveal, as depited in Table 4, that since adopting Instagram, students' grammar skills have a mean score of 3.71, placing them in the "high" category (3.41-4.20) on the provided scale. The standard deviation of 0.789 indicates that while there is some variation in grammar proficiency, most students' scores clusteraround the high level. This suggests that the adoption of Instagram has not led to a decline in grammar skills and may, in fact, correspond with maintaining a relatively high standard of grammatical competence.

The document analysis indicates that Instagram has had a significant impact on students' academic writing, particularly in the realm of grammar and language usage (refer appendix 1 until 13). The platform's preference for brevity and informal communication, evident in captions and comments, may influence students to adopt similar styles in their academic work. This shift could lead to a reduction in formal grammar usage and complex sentence structures, potentially affecting the clarity and coherence of their writing.

"You can also see your friends story if you have follow your friends account"

The frequent use of Instagram has led to a notable linguistic shift, where possessive forms like "friend's" are often replaced with the plural "friends" in casual online communication. This adaptation reflects the platform's

influence onlanguage usage, where brevity and informal tone are prioritized. In this context, phrases like "your friends story" instead of "your friend's story" have become commonplace, mirroring Instagram's emphasis on social connectivity and collective engagement.

"I hope your in the pink of health."

The phrase "your in the pink of health" illustrates a common grammatical error influenced by frequent use of Instagram and similar platforms. When questioned about it, the student explained that she unconsciously made the mistake because she is accustomed to typing in this manner on Instagram. This reflects how habitual use of social media can unintentionally affect one's writing habits, where informal language and shorthand prevail. It underscores the importance ofbeing mindful of these influences and maintaining awareness to ensure clarity and accuracy when transitioning between casual online communication and moreformal writing contexts.

"like what you did in life, your art, hobby etc. .... "

The grammar error in the sentence "like what you did in life, your art, hobby etc.   " lies in the overuse of ellipses (". "). Ellipses are typically used to indicate a trailing off of thought, an unfinished sentence, or a pause in speech. In formal writing, their usage is limited and specific. However, on platforms like Instagram, where informal communication is common and there's a desire to convey a casual, conversational tone, ellipses are often used liberally. This overuse can lead to unclear or disjointed sentences, as they disrupt the flow of ideas without adding necessary meaning or emphasis. The student's explanation that they are accustomed to seeing this style on Instagram reflects how social media norms caninfluence writing habits, leading to the adoption of informal or stylisticallyunconventional usage patterns.

"Long time no see"

The expression "Long time no see" is commonly used in informal conversations and informal written communication to greet someone you haven't seen for a while. Linguistically, it is considered a phrase that breaks traditional grammaticalrules because it lacks a verb following the noun phrase "long time." In standard English grammar, a complete sentence would typically require a verb to express acomplete thought, "It has been a long time since we last saw each other." The

student's explanation that they are used to using such phrases on Instagram to greetpeople online highlights how social media and digital communication have influenced language usage, allowing for more flexibility and creativity in expression, even if it deviates from traditional grammatical norms.

"have a lot of interesting video to"

The grammar error in the sentence is the incorrect use of the word "to." In this context, it seems the student intended to write "too," which means "also" or "as well," but mistakenly used "to," which is a preposition or part of an infinitive verbform. This error likely stems from frequent use of Instagram, where informal language and shortcuts are common. On Instagram and similar platforms, users often prioritize quick communication and may not always adhere to formalgrammar rules. This can lead to habits of typing quickly and unconsciously, which may carry over into other forms of writing, such as essays or formal documents. The student's explanation that they are used to writing this way on Instagram without thinking twice underscores how social media usage can influence writinghabits and lead to unintentional errors in more formal contexts.

"You can make a lot of friends there than you can see many funny videos"

The use of "than" instead of "then" in this sentence, influenced by extensive use of Instagram, illustrates a common grammatical error that can occur due to digitalmedia exposure. Users often encounter informal language and shortcuts on socialplatforms like Instagram, where brevity and speed are prioritized. Consequently, such habits can inadvertently affect grammar and syntax in other forms of communication, including academic writing, as individuals become accustomed to these informal conventions.

"Its up to you to choose what platform you want."

The sentence "Its up to you to choose what platform you want" contains a grammarerror, specifically the incorrect use of "Its" instead of "It's." This mistake reflects a common issue potentially arising from the excessive use of Instagram, where informal and rapid communication often leads to the omission of grammatical rules such as apostrophes. On Instagram, users typically prioritize brevity and speed, which can result in the frequent overlook of proper punctuation. Over time,this informal writing style can influence users' habits, leading to similar errors in more formal contexts. The constant exposure to and mimicry of relaxed writing standards on social media can erode the ability to differentiate between informal and formal writing, thereby impacting overall language proficiency. While Instagram offers valuable opportunities for social interaction and self-expression,it also presents challenges to maintaining traditional grammar skills, highlightingthe need for balanced digital literacy education that emphasizes context- appropriate communication.

Statistics

Students' Perceived Changes in Vocabulary

Vocabulary

Table 5: Table of students' perceived changes in vocabulary from using Instagram.

N	Valid	35
	Missing	0
Mean		3.97
Median		4.00
Mode		4
Std. Deviation		.822

Since adopting Instagram, students have reported a notable improvement in their vocabulary skills, as evidenced by a mean score of 3.97 with a standard deviationof 0.822, placing their perceptions within the "high" category (3.41-4.20). This finding aligns with Table 5, which details the distribution of scores and highlightsthe positive impact of engaging with diverse content on Instagram, such as captions, stories, and user interactions, on vocabulary acquisition and usage. While some variability exists in individual perceptions, the overall trend indicates a beneficial impact on vocabulary skills, underscoring Instagram's potential as a supplementary educational tool for enhancing language proficiency beyond traditional classroom settings.

The document analysis conducted reveals that Instagram has had a significant influence on students' vocabulary development in the context of academic essays(refer appendix 1 until 13). Examination of students' writing indicates that Instagram has effectively enriched their vocabulary. Nevertheless, it is essential for students to diligently review the words they acquire to ensure accurate spellingand appropriateness for academic writing standards. This dual emphasis underscores both the positive impact of Instagram on vocabulary enhancement and the importance of maintaining academic rigor in writing.

"Instagram that apps got to make convition while you use"

The student's experience highlights a common issue: frequent exposure to words on platforms like Instagram enhances familiarity with vocabulary, such as "conversation." However, this exposure doesn't always translate to correct spellingor appropriate usage in formal contexts, as evidenced by the student's use of "convition" instead of "conversation." This reliance on digital platforms for language exposure underscores a gap between recognizing words and effectively using them in writing, especially in academic or formal settings. While Instagrambroadens vocabulary by exposing users to diverse language, it's essential for students to supplement this exposure with structured learning and practice to ensure they can confidently and correctly apply new words

beyond social media contexts.

"you can post exquiste thing"

Another instance involves a student's use of the word "exquiste" instead of "exquisite" when describing something they can post on social media. This error reflects a scenario where exposure to language on platforms like Instagram informs vocabulary but doesn't guarantee accuracy in spelling or usage. The student's familiarity with "exquisite" came from seeing others use it to describe items in videos on Instagram, highlighting how social media influences language acquisition. This exposure can enrich vocabulary by introducing new words and expressions, yet it also underscores the importance of supplementary learning and practice to ensure correct spelling and usage in formal writing contexts beyond social media platforms.

"Tiktok is because it's less toxic compared to Instagram"

The statement "TikTok is less toxic compared to Instagram" suggests a contrast in the perceived levels of negativity between the two platforms. Similarly, Instagram can influence students' academic writing negatively when they incorporate informal or slang terms like "toxic" into their essays. The use of such words, while prevalent in social media discourse, may not align with academic standards of language and professionalism. This demonstrates how social media platforms can

inadvertently shape language use, potentially leading to the integration of inappropriate or colloquial terms in formal writing contexts. Therefore, while social media provides exposure to a wide range of vocabulary, students must exercise discretion in applying these words appropriately in academic settings to maintain clarity and adherence to academic standards.

"You can also learn something like cooking, diy or something else."

Another example involves students using terms like "DIY" in their writing, influenced by their exposure to social media platforms like Instagram where they encounter such vocabulary in tutorial videos. The student's familiarity with "DIY" for do-it-yourself projects illustrates how social media expands their language repertoire beyond traditional educational sources. However, while these platforms facilitate learning in areas like cooking or crafts, the informal usage of terms like "DIY" may not always align with formal academic writing standards, where clarity and precision are paramount. This highlights the dual role of social media in broadening vocabulary while necessitating caution in applying informal language appropriately in academic contexts.

"Instagram is one of the most viral app in the world"

Another example is the student's use of the word "viral" in the statement. The student explained encountering the term frequently on Instagram, where it is commonly used to describe popular videos or content that spreads rapidly across the platform. This illustrates how social media platforms like Instagram influence language acquisition by exposing users to contemporary and trending vocabulary. However, while "viral" accurately describes widespread popularity in informal online contexts, its application in formal writing may require consideration of appropriateness and precision to maintain academic standards.

"You can chat with your friends"

Another example is the student's use of the word "chat" in the statement "You can chat with your friends." The student noted encountering this term frequently on Instagram, where it is commonly used to describe messaging or communicating with others online. This illustrates how social media platforms influence language usage by introducing and popularizing specific vocabulary related to digital communication. While "chat" accurately conveys informal online interactions, its use in formal contexts, such as academic writing, may require consideration of appropriateness and clarity.

"Secondly, you can meet lots lots new people from all around the world and becoming friends with them as well chit-chatting about life with them".

Another instance involves a student using informal language such as chit-chattingin the sentence. The student explained that these terms are commonly encounteredon social media platforms like Instagram, where casual language is prevalent in discussions and interactions. This example underscores how social media influences language use, introducing colloquial expressions that may not align with formal writing conventions, such as academic essays.

"You can use Instagram to watch short video to unwine your emotion"

Another example involves the student's use of the word "unwine" in the sentence.The student explained that he often encounters this term in Instagram captions. This highlights how social media platforms can introduce users to new vocabulary,albeit sometimes incorrectly spelled or used informally. The correct word in this context would be "unwind," which means to relax or relieve stress. This exampleunderscores the influence of social media on language acquisition, where frequentexposure to informal or incorrectly spelled terms can lead to their incorporation into academic writing. Therefore, while Instagram and similar platforms can expand vocabulary, students must verify the accuracy and appropriateness of the words they learn to ensure they meet academic standards.

Statistics

Students' Perceived Changes in Sentence Structure

Sentence Structure

Table 6 Table of students' perceived changes in sentence structure from using Instagram.

N	Valid	35
	Missing	0
Mean		2.34
Median		2.00
Mode		1
Std. Deviation		1.434

The analysis of students' sentence structure skills since adopting Instagram revealsa mean score of 2.34 with a standard deviation of 1.434. According to thepredefined skill levels, this mean falls within the "low" category (1.81-2.60), indicating a general decline in sentence structure skills among students. The highstandard deviation suggests significant variability, implying that while somestudents may have maintained or improved their skills, a notable portion has experienced a decline. Overall, these findings suggest that the adoption of Instagram has led to a general decrease in students' sentence structure skills, although the impact varies widely among individuals.

The analysis of students' sentence structure skills since adopting Instagram suggests a concerning trend of declining academic writing standards (refer appendix 1 until 13). Document analysis indicates that students increasingly beginsentences with conjunctions such as "and," "because," and "when," which is not academically appropriate. This tendency reflects a casual and conversational writing style likely influenced by social media, deviating from formal academic writing norms. The inappropriate use of conjunctions at the beginning of sentencesmay lead to fragmented and less coherent writing, potentially contributing to the observed decline in sentence structure skills among students.

"When you sign up for Instagram, you can let your friends to follow you."

For instance, the sentence above should be restructured to "You can let your friends follow you when you sign

up for Instagram" to adhere to stronger academic writing norms. This tendency reflects a casual and conversational writing style likely influenced by social media, deviating from formal academic writing standards. The inappropriate use of conjunctions at the beginning of sentences may lead to fragmented and less coherent writing, potentially contributing to the observed decline in sentence structure skills among students.

"But I prefer Instagram, there can post your daily pictures or videos"

Starting a sentence with "But" is generally considered acceptable in informal writing and spoken language but is often discouraged in formal academic writing. The sentence "But I prefer Instagram, where you can post your daily pictures or videos" could be revised to "However, I prefer Instagram, where you can post your daily pictures or videos" to adhere more closely to formal writing conventions. This adjustment maintains clarity and professionalism while avoiding the informal tone associated with starting sentences with "But."

"Oh, if you're making a small business right now, you can promote your product there."

The use of "Oh" at the beginning of the sentence "Oh, if you're making a small business right now, you can promote your product there." is informal and colloquial. In formal writing, it is typically more appropriate to omit such interjections to maintain a professional tone. The sentence can be revised to: "If you're starting a small business right now, you can promote your product there." This revision removes the informal interjection "Oh" while retaining clarity and professionalism in the sentence structure. The presence of "Oh" in the original sentence may reflect a tendency influenced by casual communication styles often seen on social media platforms like Instagram, where users frequently use emotive or expressive language in their posts and comments.

"Next, you can get global updates on tiktok too. Such as news and politic updates."

The sentence "Next, you can get global updates on TikTok too. Such as news and political updates." contains several structure errors indicative of informal writing influenced by platforms like Instagram. Firstly, "tiktok" should be capitalized as "TikTok" to adhere to proper noun conventions. Secondly, the lack of punctuation, specifically a comma before "such as," disrupts the clarity of the sentence structure. This informal style likely stems from the casual and abbreviated communication norms prevalent on social media platforms, where users often prioritize brevity over formal grammar rules.

"Examples, A format to write down your notes."

"Examples, a format to write down your notes." contains a structure error due to the lack of a verb or conjunction linking "Examples" and "a format." To correct this, the sentence could revised to: "Examples illustrate a format for writing down your notes." This revision maintains clarity by introducing a verb ("illustrate") and rephrasing the sentence for improved readability and coherence. The original sentence's lack of grammatical completeness may stem from informal communication styles prevalent on platforms like Instagram, where brevity often results in simplified sentence structures or occasional omissions of necessary elements.

"It is a very very great place"

The sentence contains a structure error due to the repetitive and informal use of the intensifier "very." This repetition diminishes the sentence's impact and formality, making it sound colloquial rather than refined. To enhance clarity and convey a more sophisticated tone, it would be advisable to revise the sentence. This error reflects a common tendency in informal communication styles seen on platforms like Instagram, where exaggerated language or emphatic expressions are often used for emphasis but may not align with formal writing standards that prioritize precise and varied vocabulary.

'You can watch video such as hilarious video, sad video and educational video and etc.

The sentence "You can watch video such as hilarious video, sad video and educational video and etc." contains multiple structure errors indicative of informal writing influenced by platforms like Instagram. Firstly, the phrase "video such as hilarious video, sad video and educational video" is repetitive and lacks parallel structure. It would be clearer and grammatically correct to say "videos such as hilarious, sad, and educational ones." Secondly, the

use of "and etc." is redundant; "etc." already implies "and so on" or "and other similar things," so it should simply be "etc." without "and" preceding it. These errors likely stem from habits developed through casual communication styles prevalent on social media, where users prioritize brevity and may overlook formal grammar rules. Such informal habits can lead to sentences that lack clarity and proper structure when transitioning to more formal writing contexts, demonstrating the influence of excessive engagement with platforms like Instagram on language usage.

"Secondly, you can meet lots lots new people from all around the world andbecoming friends with them as well chit-chatting about life with them".

The repetition of "lots lots" in the sentence is informal and redundant. The phrase"lots lots" should be corrected to "lots of" to improve the formality and clarity of the sentence. This correction not only eliminates redundancy but also aligns the sentence with standard grammatical conventions expected in more formal writingcontexts. The use of "lots of" is more precise and avoids the colloquial tone that can arise from repeated informal expressions, such as those often seen on social media platforms like Instagram. Such corrections are important in maintaining coherence and professionalism in written communication, highlighting the impactof informal language habits developed through frequent use of platforms like Instagram on formal writing skills.

DISCUSSION AND CONCLUSION

This study investigated the impact of extensive Instagram use on the English writing skills of secondary school students in a school located in Cheras, Kuala Lumpur. By focusing specifically on Instagram—a platform characterized by highly visual, user-generated content—this research extends prior studies that tend to address social media in general or focus predominantly on platforms like Facebook or WhatsApp. The findings demonstrate a nuanced interplay between the affordances of Instagram and students' academic writing performance, with both facilitative and detrimental effects.

Contrasting and Extending Previous Literature

A distinctive contribution of this study lies in its platform-specific focus. While earlier research (e.g., Risto, 2014; Indah, 2015) has established broad correlations between social media use and the decline in academic writing skills, they often treat "social media" as a homogeneous category. This generalization obscures the unique discursive and multimodal practices that individual platforms promote. By isolating Instagram, this study reveals how its visual-centric, caption-driven communication style exerts specific influences on lexical development, sentence structure, grammar, and spelling—offering a more granular understanding than prior work.

Positive Effects: Lexical Gains and Creative Language Use

One notable finding is that Instagram contributes positively to vocabulary acquisition and language interest. Students are regularly exposed to diverse lexical items across various genres—ranging from educational content to lifestyle and news posts. This aligns with findings from Zainal (2020), yet our study adds depth by illustrating how *contextual diversity* and *user interactivity* on Instagram specifically stimulate this engagement. Moreover, students reported actively seeking word meanings and usage contexts, suggesting a more autonomous, self-directed learning process that was not sufficiently highlighted in previous studies.

The platform also nurtures creative expression, which supports Sternberg's Triarchic Theory of Intelligence—especially the creative component. Unlike conventional studies that focus solely on academic writing proficiency, this research emphasizes how Instagram facilitates the development of expressive and adaptive language use. Crafting captions and stories requires rhetorical decision-making, awareness of audience, and narrative coherence, all of which are transferable to formal writing if properly scaffolded.

Negative Effects: Erosion of Formal Writing Conventions

Despite these benefits, the study reveals critical drawbacks, particularly in sentence structure, grammar, and

spelling. The mean score of 2.37 for sentence structure, categorized as "low," confirms that students tend to replicate the informal syntax typical of Instagram communication in their academic writing. This substantiates concerns raised by Hughes (2019), but goes further by showing that these syntactic simplifications are not just stylistic shifts but indicative of deeper cognitive habit formation driven by social media discourse norms.

Students frequently begin sentences with conjunctions such as "and," "because," and "when," reflecting a conversational register unsuited for academic tasks. Moreover, they increasingly exhibit fragmented sentence constructions and a lack of cohesive paragraphing—practices not previously analyzed in platform-specific studies. The presence of non-standard spelling ("u" for "you", "dat" for "that") reinforces Indah's (2015) claims, yet our findings highlight that these forms are not merely imitative but are becoming internalized, habitual structures.

Individual Variability and Usage Patterns

Another novel insight lies in the variability of outcomes across students, evidenced by the high standard deviation (1.437) in performance scores. This suggests that Instagram's impact is not monolithic but contingent upon user behavior, type of content consumed, and the balance between social media use and formal academic engagement. Previous research often reports average trends without sufficiently interrogating intra-group differences. Our data suggest a need for more nuanced pedagogical responses that account for individual usage patterns and digital literacy levels.

Implications for Educational Practice

The study's findings underline the urgency for educational interventions that address the dual impact of Instagram on student writing. Unlike existing pedagogical recommendations (e.g., Ferro, 2019), which advocate for general writing practice, this research suggests the integration of *platform-aware* instruction. Educators could design activities where students critically analyze Instagram content for tone, style, and structure, then reconstruct it in formal academic language. This approach leverages students' digital fluency while reinforcing formal conventions.

Additionally, structured writing tasks that bridge informal and academic writing—such as "caption-to-paragraph" assignments or peer reviews of social media-inspired narratives—can serve as effective interventions. These activities not only address writing skills but also promote metalinguistic awareness and rhetorical flexibility.

Conclusion

This study makes an original contribution by disaggregating the effects of Instagram, a dominant and distinctive social media platform, on secondary students' English writing skills. It challenges the undifferentiated treatment of social media in previous studies and introduces a platform-specific, usage-sensitive perspective. While Instagram offers opportunities for lexical growth and creative engagement, it simultaneously undermines students' adherence to formal writing conventions. The findings call for targeted, critical pedagogical responses that balance students' digital practices with the development of formal academic literacies

REFERENCES

1. Abella-García, D. H.-A.-S.-P. (2019). Social networks to promote motivation and learning in higher education from the students' perspective. https://doi.org/10.1080/14703297.2019.1579665.
2. Aminatun, N. P. (2021). Using Facebook to Practice Writing Skill: What Do the Students Think? Journal of English Language Teaching and Learning, 2(1), 45-50.
3. Anankulladetch, P. (2017). The Impact of Social Media on ESL Students' Learning Performance. Capstone Projects and Master's Theses. 135. https://digitalcommons.csumb.edu/caps_thes_all/135.
4. Boateng, B. D. (2021). Student engagement and social media in tertiary education: The perception and experience from the Ghanaian public university. Volume 3, Issue 1, 2021, 100100 https://doi.org/10.1016/j.ssaho.2020.100100.

5. Booth, S. M. (2020). Does time spent using social media impact mental health?: An eight year longitudinal study. ISSN 0747-5632, https://doi.org/10.1016/j.chb.2019.106160.

6. Chung, N. (2021, June 10). 2020 SPM Results Best in the Past 5 years. Retrieved from FreeMalaysiatoday: https://www.freemalaysiatoday.com/category/nation/2021/06/10/2020-spm-results-best- in-past-5-years/

7. Cornell, J. (2023, June 2). Qualitative Research Methods: Types, Examples and Analysis. Retrieved from ProPofs : https://www.proprofssurvey.com/blog/qualitative-research/

8. Desk, O. W. (2022, August 24). How Much Time Is 'Too Much Time' On Social Media? Retrieved from Outlook Healths: https://www.outlookindia.com/healths/how-much-time-is-too-much-time- on-social-media--news-217676

9. Dixon, S. J. (2023, August 29). Number of Social Media Users Worldwide from 2017 to 2027. Retrieved from Statista: https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/

10. Dollarhide, M. (2024, February 23). Social Media: Definition, Importance, Top Websites & Apps. Retrieved from Investopedia: https://www.investopedia.com/terms/s/social-media.asp

11. Ferro, D. (2019). Predicting Healthy/Unhealthy Social Media Use by Parenting Style, Time Spent, and Identity Style in College-Aged Students. ProQuest Dissertations & Theses Global. (2355993354).

12. Ghulamuddin, S. K. (2021). Discovering Writing Difficulties of Malay ESL Primary School Level Students. VOL. 2 NO. 1 (2021): January Issue https://doi.org/10.36892/ijlts.v2i1.105.

13. Ginting, F. Y. (2018). An Analysis of Students' Ability in Using Punctuation Marks in Descrptive Paragraph Writing. Budapest International Research and Critics Institute-Journal, 1(3), 338-344.

14. Glăveanu, V. P. (2020). A sociocultural theory of creativity: Bridging the social, the material and the psychological. Review of General psychology, 24(4), 335-354.

15. Han, B. (2016). Social Media Burnout: Definition, Measurement Instrument, and Why We Care. Volume 58, 2018 - Issue 2 https://doi.org/10.1080/08874417.2016.1208064.

16. Hughes, K. R. (2019). Teacher perceptions of integrating technology in writing. Technology, Pedagogy and Education, Volume 28, Issue 1 https://doi.org/10.1080/1475939X.2018.1561507.

17. Indah. (2015). Internet Language Features Used by Male and Female Commenters in Dagelans' Account on Instagram. Doctoral dissertation, Universitas Airlangga.

18. Indah, W. I. (2015). internet language features used by mala and female commenters in dagelans' account on instagram.

19. Jones, S. C. (2019). A Study of the Errors in the Use of Capitalisation Among Junior Secondary School Pupils in Bo District. International Journal of Social Sciences and Management, 6(4), 90-96.

20. Kassim, N. S. (2016). Second Language Writing Anxiety: Cause or Effect? . Malaysian journal of ELT research, 1(1), 19.

21. Kemp, S. (2021, January 27). Digital 2021: Global Overview Report. Retrieved from DataReportal: https://datareportal.com/reports/digital-2021-global-overview-report

22. Mcdonough, K. M. (2023). Using Texting AND Internet Languages (TAILS) to Help Students Get Ahead in School: A Mixed-method Study About Finding the Balance Between Two Competing Discourses. ProQuest Dissertations & Theses Global; Publicly Available Content Database. (2825636556).

23. Mcleod, S. (2024, February 1). Constructivism as a theory for teaching and learning. Retrieved from Simplypsychology : https://www.simplypsychology.org/constructivism.html

24. Min, L. (2014). English Language Writing Anxiety among Final Year Engineering Undergraduates in Universiti Putra Malaysia. Asian Journal of Research in Education and Social Sciences, 2(2), 174-188.

25. Mohamad, A. M. (2022). Malay Language Use among UKM Students In Terms of Daily Interactions and Affairs. MANU Bil. 33 (1), 107-130, 2022 (Jun) E-ISSN 2590-4086 : https://doi.org/10.51200/manu.vi.3756.

26. Moses, R. N. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. Vol.10 No.13, December 10.4236/ce.2019.1013260.

27. Muskin, P. R. (2021, August). What is Somatic Symptom Disorder? Retrieved from American Psychiatric Association : https://www.psychiatry.org/patients-families/somatic-symptom-disorder/what-is-somatic-symptom-disorder

28. Nguyen, P. L. (2022). Proposing a framework to assess the intellectual development and competence of Vietnamese students based on Sternberg's Triarchic theory of intelligence. Journal of Language and Linguistic Studies, 18(2), 685-700.

29. Nyanamoney, R. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. Vol.10 No.13(2019), Article ID:97129.

30. Rao, P. S. (2017). The Characteristics of Effectice Writing Skills in English Language Teaching. Research Journal of English (RJOE) Vol-2, Issue-2, 2017.

31. Raoofi, S. G. (2017). Self-efficacy and its relation to ESL writing proficiency and academic disciplines. International Journal of Applied Linguistics and English Literature, 6(5), 127-134.

32. Razali, K. L. (2019). Idea Sharing: Process-Based Approach to Writing in Malaysian English Education. PASAA Volume 58 July - December 2019.

33. Risto, A. (2014). The Impact of Texting and Social Media on Students' Academic Writing Skills.

34. Saini, P. G. (2020). A like is worth a thousand words': Growth of instagram and its impact on youth. International Journal of Engineering Applied Sciences andInternational Journal of Engineering Applied Sciences and Technology, 2020, Vol. 5, Issue 3, ISSN No. 2455-2143, Pages 462-468.

35. Salloum, S. A.-E. (2018). Factors affecting the E-learning acceptance: A case study from UAE. Educ Inf Technol 24, 509–530 (2019). https://doi.org/10.1007/s10639-018-9786-3.

36. Sari, W. A. (2018). The Effect of Instagram on the Students' Writing Ability at Undergraduate Level. The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL) (Vol. 110).

37. Suganda, R. T. (2019). The Correlation between the Use of Social Media and Academic Writing Mastery of the English EducationStudents. Edukasi: Jurnal Pendidikan dan Pengajaran, 6(2), 320-333.

38. Team, I. E. (2023, March 25). Writing Skills: Definition, Types and How to Improve Them. Retrieved from Indeed: https://sg.indeed.com/career-advice/career-development/writing-skills

39. Vogt, A. M. (2015). The potential of stimulated recall for investigating self-regulation processes in inquiry learning with primary school students. Volume 5, October 2015, Pages 45-53 https://doi.org/10.1016/j.pisc.2015.08.001.

40. Wilson, F. (2018). The Effect of Social Media on the Spelling Ability of Students: A Case Study of Federal College of Education (FCE) Yola. Edelweiss Applied Science and Technology, 2(1), 262-274.

41. Yanti, G. S. (2021). Students' Writing Anxiety and Its Implication to Local Context. Polingua (Scientific Journal of Linguistics, Literature and Language Education), 10(2), 62-68.

42. Yunus, M. T. (2021). Exploring The Relationship of Social Media Usage and Multitasking of Social Media on Self-Efficacy and Academic Performance. E-ISSN: 2289-1528 https://doi.org/10.17576/JKMJC-2021-3701-13.

43. Yusuf, Q. J. (2018). Cooperative Learning Strategies to Enhance Writing Skills among SecondLanguage Learners. International Journal of Instruction, 12(1), 1399-1412.

44. Zhou, J. (2020). A critical discussion of Vygotsky and Bruner's theory and their contribution to understanding of the way students learn. Educational Theory, 3(4), 82-87.

45. Zook, C. (2018, October 18). What Is Cooperative Learning and How Does It Work? Retrieved from Icev: https://www.icevonline.com/blog/what-is-cooperative-learning-and-how-does-it-work