

IMPROVING STUDENTS' MOTIVATION TO COLLABORATE USING INSTAGRAM: AN ACTION RESEARCH IN SMAN 1 DEPOK YOGYAKARTA

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Abstract

This research aimed to show how Instagram could be used to improve students' motivation to collaborate and how discussing with friends could influence their motivation to be involved in collaborating. This research was conducted owning that the students' low motivation in collaboration impacted their activeness in class participation, work results, and low quality of social interactions. This study was a Classroom Action Research in two Grade 11 classes as the actual action sites. To collect the data, the researchers interviewed six students in both classes. The ARCS Model by Keller (2023) was used as a framework to answer the research questions: 'How can Instagram be used to enhance students' collaboration motivation in an interactive online discussion forum?' and 'How can discussions with friends on social media influence student motivation and involvement in collaborative English Language Learning?' The framework was chosen because it was designed to increase students' learning motivation that focused on Attention, Relevance, Confidence, and Satisfaction. This study found that Instagram could improve students' motivation to collaborate in online discussion forums. Further, the platform transformed passive participants or shy students to be active participants to be involved in class collaborations.

Keywords: Instagram, students' motivation, students' collaboration.

INTRODUCTION

Today's digital technology has a significant role in the Indonesian young generations' daily lives, especially for students in Senior High School to help and support interactions with other people, communication, information availability, creativity, and collaboration. According to Haleem, Javaid, Qadri, and Suman (2022), digital technology is an effective tool for people to collaborate and learn that subsequently can enhance education in several ways. This technology enables students interact with others, get or share information, and give comment on social media posts or pieces of information.

Social media facilitate and support users to reach and connect with many resources and users to interact, discuss, collaborate, and create posts that are more creative and interactive. According to Ashraf, Khan, Chohan, Khan, Rafique, Farid, and Khan (2021) as well as Mahmud, Ammade, Halim, and Amin (2022), social media has developed into a very participatory platform where students may exchange and debate ideas and knowledge. It may be used to support interactions between students and teachers, as well as between students themselves, without being restricted by time or place (Akgül & Uymaz, 2022). The studies confirmed that social media become popular sites in this era. According to Britannica (2023), social media sites became popular in the early 21st century. This is because a lot of users spend their time for an hour to three hours a day scrolling their social media wherever they are and whenever it is as long as it is connected to an internet connection.

There are thousands of social media available online for users to choose. According to Dollarhide (2023), in January 2023, one of the world's largest social media platforms is Instagram with users reaching 2 billion users. Instagram enables users to share stories that are viewable by others for a brief time, including searchable hashtags, and send private messages. Users can interact with one another via the platform in a variety of ways via messages, postings, and stories (Richter, Carpenter, Meyer, and Richter, 2022).

Therefore, in this study, the researchers utilized the social media "Instagram" as a platform to increase students' motivation to collaborate. In this study, the researchers investigated students' motivation to collaborate in grade 11 in SMAN 1 Depok Yogyakarta. Based on the researchers' observation, some of the students have low motivation to collaborate. Some of the students are passive, they leave the group task to their active partner

to complete and only follow their friends' opinions. Based on the initial interview with some students, they said that they are passive participants and prefer to answer questions from their partners. According to Appavoo, Sukon, Gokhool, and Gooria (2019), students find it hard to collaborate due by communicating with those they are not familiar with can be challenging. Lack of feedback, motivation, and self-confidence influenced students as passive participants when interacting with other participants. Besides that, being shy students when their attention is fully concentrated, students may feel overpowered and it makes students choose to avoid interaction (Appavoo et al., 2019).

The researchers utilized Instagram as a platform to increase students' motivation to collaborate because the researchers assumed that Instagram has features that support the students in increasing their motivation to collaborate. The features of Instagram are hashtags, mentions, comments such as an online discussion forum, uploading pictures or videos, and many more. Besides that, the researchers also assumed that through Instagram, students can improve their motivation to collaborate through online discussion forums to interact, debate, share ideas, and give feedback. According to Alenezi and Brinthaupt (2022), contributing and participating in learning activities through social media change students from passive receivers to active learners.

To change passive learners to active learners in collaboration, motivation is needed in this case because motivation could influence and encourage oneself to carry out an interest and achieve success. Motivation also could be defined as an inspiration that spurs someone to action and the reason why people act in certain ways (Borah, 2021). To succeed and achieve in life, someone must be motivated (Borah, 2021). Motivation is divided into two types, i.e., internal and extrinsic motivation. In internal motivation, the stimulus that is from inside the learner is driven by interest, joy, excitement, and satisfaction. In extrinsic motivation, stimulation is outside of the learner and is driven by reward, punishment, and social pressure (Filgona & Okoronka, 2020).

Motivation to collaborate among students need to be increased because collaboration is the ability in learning to interact each other students who are involved with each other to share idea or knowledge, experience, and debate to achieve goals together. Appavo et al (2019) stated that collaboration that comprises debate and group discussion could strengthen knowledge. When students are motivated to collaborate, they tend to actively engage with their peers to share different ideas or perspectives and deepen their understanding of the topics discussed.

Previous studies indicated that teachers prefer to use other more familiar platforms to be involved in collaboration, namely Reddit and Twitter. However, Instagram used to be the source of information support. The researcher revealed that Instagram could attract a specific group of users (Richter et al., 2022). To address this research gap, if the previous research used Instagram as a collaboration platform for teachers. In this study, the researchers used Instagram for students. Therefore, this study focused on using Instagram as a platform to enhance students' motivation to collaborate and discuss through Instagram in online discussion forums along with other supporting features that made students involved and motivated to collaborate. There were two research questions in this study to investigate: "How can Instagram be used to enhance students' collaboration motivation in an interactive online discussion forum?" and "How can discussions with friends on social media influence student motivation and involvement in collaborative English Language Learning?".

METHOD

The researchers used a qualitative classroom action research method to answer the research questions. The method was chosen based on what the researchers wanted to accomplish. Classroom Action Research is defined as a method for determining what works the best way in the classroom (Putra, Solekhah, Agustina, and Sobirov, 2022). The function of this method in this study is student improvement and aims to improve students' motivation to collaborate. Through this strategy, the researchers could find out whether students' motivation to collaborate could improve using Instagram. The Classroom Action Research developed by Kemmis, Mc Taggart, and Nixon (2014) has two cycles with each cycle having four steps which are planning, action, observation, and reflection (Putra, R., et al., 2022). There are four steps in the Classroom Action Research by Kemmis, Mc Taggart, and Nixon (2014):

- (Planning), all action planning that will be carried out in detail and operationally.
- (Action), implementing the action through Instagram that students follow to see students' interactive abilities and actions in collaborating on Instagram's online discussion feature.

- (Observing), observing students' interest in using Instagram in collaborating to increase motivation in collaborating.
- (Reflecting), reflect on the actions that have been taken, whether they are good, or whether there is an improvement (cycle 2).

In cycle two was an improvement on cycle 1, if in cycle one had a problem and needs to be continued for an improvement with the same steps as cycle 1, (Planning, Action, Observing, and Reflecting).

The participants of this study were 6 students of Senior High School grade 11 from SMAN 1 Depok Yogyakarta with the participants' criteria being those who had low motivation to collaborate which can be seen through observation and how they interact during collaboration. To collect the data, the researchers used an interview as the second instrument that provided open-ended questions. The interview was conducted after the Classroom Action Research and observation were completed. The interview employed the theory of the ARCS model of motivation developed by Keller (2023) to create the question. The ARCS model by Keller (2021) consists of attention, relevance, confidence, and satisfaction (Drew, 2023).

To describe the result of the interview, the researchers used six steps of thematic analysis of qualitative data developed by Kiger and Varpio (2020). The first step is familiarizing with the data through collecting data and familiarizing with the data that has been obtained through interviews. The second step is generating codes by marking data with codes related to the theme or guided by certain theories either manually or with computer assistance. The third step is producing themes by collecting and grouping data that has been analyzed and coded into one category, and then matching it to a theme or research question. The fourth step is reviewing the themes by ensuring the appropriateness or suitability of the data that has been coded for each theme because themes can be developed, divided, or eliminated. The next step is categorizing and defining themes by which each theme is identified, defined, and described by the researcher. Lastly, producing the report by analyzing and describing the findings with obvious, brief, and logical.

FINDINGS AND DISCUSSION

In this part, the researchers presented the results of the research and discussed it. The first is about "How can Instagram be used to enhance students' collaboration motivation in an interactive online discussion forum. The second is about "How can discussions with friends on social media influence student motivation and involvement in collaborative English Language Learning".

Cycle 1

Planning

The planning was managed before the first meeting. Planning is defined as analyzing and recognizing the problem and creating a plan of action or solving the problem that will be implemented through a design learning device (Nugraha, Purwati, and Ariyanto, 2023). Based on the problem that the student has low motivation to collaborate, the researchers planned to prepare a teaching media (PowerPoint provided the explanation of the material and the rules of the project) so students could carry out the activity correctly according to the steps that have been determined and learning media to collect students' content related to the project in one place. Then, the researchers planned a strategy for students by giving freedom to choose a theme to attract students interest.

Action

Action has implemented the strategy to solve the problem. After the researcher established the planning, the researchers implemented the project by explaining the material and the rules of the project first. After that, three steps had to be finished.

In the first step, the students were instructed to make a group that consisted of two students and each group must establish an interest topic for their project. After that, the representative of the group had to post the picture based on the topic chosen, mention the partner's Instagram account, and add a caption that contained a title for the theme, the student's identity (name and student number), and the hashtag that was provided. In this step, the student and their partner started to decide on the theme, choose a picture on the internet that related to the theme, post the content, and discuss creating poem sentences with their partner. The students were enthusiastic about doing the project.

In the second step, the students carried out the discussion with their partners. Each student in the group must be involved in a discussion in an online discussion forum to collaborate and make sentences that form beautiful poems. Each student had the freedom to debate, argue, and share ideas or references from another account that had posts related to the topic or activity. Each student was also free to use any feature on Instagram that supports the discussion. In this step, the researchers started opening the hashtag on Instagram and exploring the student's content to see how the student started opening the topic of discussion, debate, and giving an opinion or idea. In this step, the researchers also observed the classroom atmosphere and some students focused on the activity.

In the third step, after all of the group finished creating the sentence in a poem, the poster had to move the result of the discussion (poem sentences) on the caption. After that, each student must provide comments on other content through the hashtag. The content owner had to reply or give feedback to interact with the content. In this step, each student and the researchers comment on the other result project and build an interaction, such as a positive comment or an opinion about the content. Some students used a sticker on Instagram to express their feelings.

Observing

Observing is defined as an action to identify deficiencies that need to be corrected in each cycle (Nugraha et al., 2023). In the observation part, the researchers pegged with the ARCS model (Attention, Relevance, Confidence, and Satisfaction) from Keller (2021). In the attention step, many students were enthusiastic about using Instagram as a collaborative learning platform to discuss with friends in online discussion forums. The enthusiasm made many students focus on all the activities to solve the project. However, some students were not focused on the activities, the students walked around in the class and talked out of the topic with their friends. In the relevance step, the project connected with the student's needs, goals, and experiences (Drew, 2023). Therefore, the student interest in the project was seen from the students' expression and discussion in the online discussion forum. In the confidence part, based on the interview many students showed confidence in the assignments and challenges given by completing the project and actively participating when discussing and collaborating in online discussion forums. In the last, satisfaction part, the students show satisfaction with given positive comments, smiles, and joy while completing assignments.

Reflecting

Reflection is carried out to examine and assess every action that has been done as well as the findings of any observations made using the data that has been gathered (Nugraha et al., 2023). After the actions and observations had been completed, the researchers reflected on them. The researchers found there was an increase in students' interaction and confidence in sharing an idea, opinions, and debates when collaborating in online discussion forums. However, based on the results of observations, there was a lack of focus in working on projects. The researchers would make collaborative activities more fun and interesting by utilizing the features on Instagram to improve motivation and focus.

In cycle two, the researcher improved the existing problem. The student interrupted to collaborate with their partner same as the previous project to create a video and a poem template as creative as possible based on a poem that was created in the previous project. To take the video, the students were free to choose a place in the school environment with limited time because would continue the next activity. Then, to create a poem template, the students were free to choose any website that supported it. After that, the representative of the group had to post the result on Instagram by including a hashtag provided by the researchers. Next, the student and partner had to discuss a caption that was suitable for their content. Finished, each student and researcher must give a comment on other content and the poster must be given feedback.

Cycle 2

Planning

In cycle two, the researchers improved the activity based on the result of the reflection in cycle one. Based on the reflection there were plans which were carried out in cycle two. The researcher planned to use teaching media (whiteboard and board marker) to write the rules of the project and learning media (Hashtag on Instagram (#project1lips1 and #project1lips2)). The researchers created different hashtags to differentiate and mark between the results of the project in cycle one and cycle two).

Action

In the action in cycle two, the researchers wrote the rule of the project on the whiteboard and then explained it. Four steps had to be implemented by the students to complete the project.

In the first step, the student and their partner took a video related to the result of a poem in the previous project. In this step, first students read a poem from the first line until the second line and second students read a poem from the third line until the fourth line or last line. In this step, the researchers gave the freedom to students with limited time to choose a place outside of class or the environment of the school to take a video with their partner. This case was done by the researchers to make students more focused on their project by approaching students' habits that are exploring the place. Most students choose the front area of the classroom, such as the school garden and yard, so that researchers can easily pay attention to students' activities. In this step, there were improvements related to the students' focus on the project.

In the second step, the student with their partner created the poem in a beautiful template like Canva or any website. In this step, the student started with enthusiasm to create the template with their creativity.

In the third step, the representative of the group posted the result of the project on Instagram with the rule that the first slide was the poem template and the second slide was the video. The student also added the student identity (name and student number) and the hashtag that has been provided by the researchers. After that, the student and their partner discussed a caption that was suitable and related to their content in an online discussion forum. After finishing, the poster has to move the caption that has been discussed to the caption feature on Instagram. In this step, the researchers started to open the students' content through the hashtag to observe how students interact with their friends. The researchers saw that there were improvements in how students interacted with each other and seemed accustomed to collaborating with social media.

In the fourth step, each student had to give comments on other content through a hashtag. The researchers started to check their activity in an online discussion forum on Instagram and commented on each content. In this step, the action has been implemented by the researchers.

Observing

In cycle two, the improvement from observation and reflection in cycle one is done in the action part that has been implemented well. There were students' improvements in collaboration through an online discussion forum on Instagram which could enhance their motivation. The student has started to be an active participant rather than a passive participant when actions in the classroom have not yet been carried out. Each student in the group was brave to begin and build the interaction, sharing ideas or opinions, and debating until got an achievement result together through a discussion.

Reflection

According to the observation and the action that had been implemented from cycle one until cycle two, there was an improvement from the previous activity. In cycle one, the students enthusiastically followed the activity, trying to be involved or participate in an online discussion forum, and utilizing Instagram features to collaborate. The problem in cycle one about the lack of focus on students when doing assignments was improved in cycle two through implementing the action in cycle two. In cycle two, the researchers implemented the new strategy in action with the approach to students' habits in the classroom and used all features on Instagram that support discussion in online discussion forums. The new strategy could enhance students' focus and motivation to collaborate. From cycle one until cycle two there were changes from passive participants to active participants that brave to more confident in interaction to sharing ideas, expressing opinions, and debating until the student could accomplish a goal together with the partner.

In this study, the researcher used the Classroom Action Research method that was developed by Kemmis, Mc Taggart, and Nixon (2014) with the results presented above in two cycles. This method is combined with the theory ARCS model of motivation from Keller (2023) to answer the research questions. The ARCS model consists of 4 aspects, such as Attention, Relevance, Confidence, and Satisfaction. Here are the results of the Interviews based on the ARCS model:

How can Instagram be used to enhance students' collaboration motivation in an interactive online discussion forum?

Attention

Attention is the concentration of attention related to an interest in something new to learn so that it makes them curious about the events that occur. Attention also is defined as a course that could pique students' interest by igniting their curiosity about the material (Song & Kao, 2023). Based on the interview results, the researchers found that using Instagram could attract students' attention to collaborate through online discussion forums. The interaction of students who actively participate with each other, learn to collaborate by utilizing Instagram's supporting features, and free to choose the theme that interested in developing into a project were the result of the interview that the students could give attention to when doing the project on Instagram.

From the interview results, two students answered that "through the comment feature on Instagram, the student could find other perspectives"

Student 1: Through comments, I could see the perspectives of many more people than directly from the people around me. Then, through Instagram, there are a lot different of opinions.

Student 4: In the comment feature, everyone could discuss, so in that discussion, there will be opinions that I didn't think about, so the opinions become broader.

Three students stated that the feature on Instagram helped students' motivation to collaborate and made students feel less bored. Here are the students' answers.

Student 3: Instagram was really nice. Instagram was fun, we could discuss. View other people's content without needing to be friends first.

Student 5: Could find other accounts that match the topic.

Student 6: English collaboration using social media did not feel boring.

One student stated that through a topic the student's interest could attract the attention.

Student 6: Yes, with a topic I am interested in.

The students' answers in interviews were categorized into three categories of attention methods from Keller (2021) which consist of active participation, variety, and real-world examples (Drew, 2023). Students 1 and 4 stated that on Instagram, the student could get perspectives and opinions from other people who could trigger perspectives and opinions that did not think of before and make it wider. That statement is included in the active participant category because being active participants in contributing and being involved in the discussion could attract attention to focus sharing ideas and completing the task. Students 3, 5, and 6 stated that Instagram was fun, nice, and did not feel boring to use in collaboration. Feature on Instagram could help students search for references and see content through other accounts without following first. This statement is included in the variety category because enhancing students to collaborate or work on collaboration projects on Instagram is a variety that is rarely done in learning. According to a student's interview result said that "Collaboration using Instagram is something new, so I'm a little more enthusiastic about trying it". So, it could attract and maintain students' attention and interest thus preventing monotony in learning (Drew, 2023). Lastly, student 6 stated that choosing an interesting topic could attract the student's attention. The real-world example is a suitable category for this statement. The researcher gives the freedom to students to choose a topic that the student interests or is relevant to the student's life. This could explore ideas because connects what the students have learned to something in students' lives (Drew, 2023).

Relevance

Relevance is a connection between student activities and something that provides a solution and makes it easier to achieve goals. Relevance could be interpreted as using or learning that was relevant to what is being taught to help students understand to purpose of the learning exercise (Drew, 2023). Based on the Interview

results, using Instagram showed that features on Instagram support students' collaboration. Instagram was also easy and suitable to use by students because could help students purposefully enhance the students' motivation to collaborate.

Two students stated that features on Instagram were supported to enhance students' motivation to collaborate. Here are the answers.

Student 2: See translation. In discussion forums, sometimes I see that someone's English is more advanced and with help like that, I know better what they mean. So, I gain more knowledge, and then I have more possibilities to reply to the forum.

Student 5: Mention, because we could immediately mention our friends to immediately discuss and find answers. Oh yes, with the hashtag we could see the results of our friends' work, so it increased motivation to complete the task immediately. Same, comment feature. It could help me to interact with my friends—next, posting. We could also post pictures and videos.

From the interview results, two students stated that the comment feature on Instagram was relevant to enhance the students' motivation to collaborate.

Student 4: Yes, it was relevant, because not only Indonesians used Instagram. For example, on Instagram, you had to use English to comment on posts from foreigners, and you could get perspectives from outsiders, and ideas from those from different cultures.

Student 5: Relevant. As long as we know what we want to comment on or discuss, the features support it.

Two students stated that Instagram was a suitable and easy platform.

Student 5: In my opinion, it was easy because you did not have to meet face to face and it could be done anywhere and at any time. Apart from that, the features also help me.

Student 6: Yes, I think it is very suitable because Instagram users are not only Indonesians but there were also foreigners. So, yes. Using English, you could collaborate with foreigners too—motivation to improve in terms of language, to facilitate your ability to speak English.

In the relevance part, there were several categories to ensure Instagram was relevant to use students to enhance motivation to collaborate. The relevance categories based on Keller (2021) consist of linking to students' lives, showing present worth, showing future usefulness, and modeling usefulness (Drew, 2023). The students' answers stated that several features like (see translation), helped the student to interpret difficult English sentences. (mention), to mention friends to immediately discuss. Next, (hashtag), to see the results of friends' work in one place. Then, (comment feature) to interact to discuss with the friend. This statement included showing present worth and linking to students' lives category. In showing present worth, the knowledge learned is used to improve life for today and is needed immediately (Drew, 2023). The feature on Instagram which was learned by students used to collaborate with students' partners in an online discussion forum at that moment and that day. This was relevant that features on Instagram used students to enhance the motivation and made students focused to complete the task. Then, the linking to students' lives, demonstrates how the knowledge gained may be applied outside of the classroom and have relevance beyond the course's objectives and scope (Drew, 2023). A feature like "see translation" could help students interpret difficult English sentences from someone that advanced in English. That feature could allow students to replay a comment or interact with foreign people on Instagram in a comment feature outside of learning time. This was relevant because after the activity was finished, the students could still use it at another time.

Afterward, students 4 and 5 stated that the comment feature on Instagram was relevant and supported students to discuss or comment with foreigners who could give other perspectives and ideas. This answer matched with showing future usefulness category that defined as the knowledge would be valuable and necessary in the future. Therefore, in the future, the student would be reminded that in the previous time, the student never used that feature. In the future, the student is convinced that comment features on Instagram possible to interact and share ideas or perspectives with foreign people. So, this was relevant to students because

what is learned and used now will be useful in the future. Lastly, students 5 and 6 stated that Instagram was an easy and suitable platform to enhance the student's motivation to collaborate because did not have to meet face to face and it could be done anywhere and at any time. Also, they could collaborate with foreigners. This statement included the modeling usefulness category, which used the knowledge being gained to enhance life (Drew, 2023). The ease, suitability, and effectiveness of Instagram could enhance students' motivation in terms of language in collaboration. Student 5 stated "Motivation to improve in terms of language, to facilitate your ability to speak English." Therefore, it was relevant that easy Instagram could improve students' motivation to collaborate and their ability in English.

Confidence

Confidence is belief in the success of completing something that can shape a person's self-confidence. Confidence refers to a student's hope that the student will succeed (Song & Kao, 2023). In the motivation context, confidence refers to expectations of students to succeed in enhancing motivation to collaborate. According to Drew (2023), stated that self-confidence is defined as believing in completing a task. Based on the interview result, the student stated that the student's self-confidence is due to not having to show facial identity, not speaking directly, Instagram strategies (security, comments, and hashtags) that allow for collaboration, and providing feedback.

From the interview results, students 2, 5, and 6 mentioned that not showing facial identity and not speaking directly made students more confident.

Student 2: We did not show our facial identity directly. We felt more confident and we felt braver in speaking up.

Student 5: Did not meet face to face. So, it was more relaxed and it was easier to think fluently than meeting face to face with people.

Student 6: In online, so did not talk and could correct the typing.

Student 2 mentioned that security on Instagram was a strategy to make students confident when discussing. Student 4 stated that the availability of comments and hashtags also was Instagram's strategy.

Student 2: Security. Sometimes if the person was not good like giving a distraction or doing all kinds of doxing, perhaps with special security strategies, we become more confident because we were more likely to discuss with good people.

Student 4: Comment feature, could discuss various things. The hashtag feature is also possible to look for inspiration.

One student stated that providing feedback on the student result could make students confident.

Student 3: There was feedback or responses given by friends and Miss on the comment feature made me confident for the next collaboration.

In the confidence part, three categories included the confidence part based on Keller (2021), It was creating clear objectives, providing formative feedback, and increasing perceived control. Students 2, 5, and 6 stated that self-confidence appears in students in use Instagram because Instagram is a platform that makes the user not meet face-to-face and not show facial identity. So, the student is confident to express what the student thought in the discussion, brave to speak up in writing, and correct it before sending it to the comments. This statement included the increasing perceived control category, the students could comfortably complete the task (Drew, 2023). Through the satisfaction of Instagram which allows to interact and discuss anytime and anywhere without meeting in one location to meet face to face and via typing could give felt comfortable to students who were shy or passive participants to express students' opinions, which could make the students more confident to complete the task. So, self-confidence could encourage students' motivation to participate actively because of the comfort that the students felt. This is also a flexible personal preference category. Students could work in groups on their own time and people with social anxiety can participate in social exchanges (Delaney, Kummer, & Singh, 2019).

Subsequently, students 2 and 4 answered that the security, comment feature, and hashtag were the strategies on Instagram to make the students feel confident to use Instagram. This statement included the creating clear objectives category. The clear objective gave the student confidence to do the task in good and assessed the student self on how well the ability to complete the task (Drew, 2023). The clarity of the function and use of several features on Instagram made students confident that these features could be relied on by students when collaborating. Besides that, the purpose of using these features is clear, as a facility for students to complete collaborative projects. Furthermore, student 1 stated that giving feedback or responses could trigger the students to have confidence in collaborating. This statement is included in the providing formative feedback category. Giving feedback to the students could help students to understand how well the student doing the task and make students confident to continue the task because have taken the right step (Drew, 2023). The availability of Instagram in providing comment feature has given other users access to provide feedback on student projects via Instagram which influences students' confidence that they have carried out their project well and correctly, thus giving students confidence to complete the project.

Satisfaction

Satisfaction is a feeling of satisfaction or pleasure that a person feels about something. Besides that, reinforcing achievements with (internal and external) rewards lead to satisfaction (Song & Kao, 2023). Satisfaction also could happen when the activity inspires confidence, relevant, and attractive (Drew, 2023). Based on the interview result stated that students' satisfaction was obtained because the students could complete the project well with friends, so could get new knowledge. Afterward, got appreciation, and positive feedback, and changed themselves into active participants.

Two students stated that satisfied to collaborate better and complete the task through Instagram. Here are the answers.

Student 2: My satisfaction was when I could collaborate to make things better. Firstly, I could gain more new knowledge, so I knew better than "There was something like this". For example, if I was wrong, I would also be happy that it was corrected properly.

Student 6: My satisfaction could completing the task by collaborating with friends.

Three students mentioned that getting positive feedback and appreciation is students' satisfaction. Here are the answers.

Student 3: The satisfaction I got was the positive comments from people regarding my content.

Student 5: I became more motivated to collaborate, because of the appreciation given by Miss and friends.

Three students stated that being an active participant in collaboration was satisfying. Here are the answers.

Student 2: I who was initially quiet in class, wanted to talk more on Instagram. Maybe I get messy when I talk live, and maybe on Instagram, I was better because I found it easier to set words.

Student 5: My satisfaction was happy because I could express my thoughts rather than discuss with people directly. Improve myself from passive becomes active.

Student 6: I am more active in collaboration with friends.

In the satisfaction part there were two categories based on Keller (2021), It was intrinsic satisfaction and extrinsic satisfaction (Drew, 2023). Based on the results of the interview, students 2 and 6 stated that satisfaction with collaboration derived from completing the task better with friends, acquiring new knowledge, and correcting if there were errors. This statement is included in the intrinsic satisfaction category. A satisfaction that arises from the self within because of achieving something good and not because of a reward (Drew, 2023). Fulfillment of satisfaction to get new knowledge and correction of the project so could complete the task better included intrinsic satisfaction category because the students did not focus on a reward but a good achievement for students' self. Therefore, the student was interested in doing this project because of the student's behalf and it was interesting. Like taking action just for one's purpose, since it is fascinating and gives satisfaction spontaneously (Ogundare, 2022). Afterward, students 3 and 5 mentioned that positive comments and

appreciation become satisfaction for the student's self. This statement is included in the extrinsic satisfaction category. Satisfaction comes from outside a person who focuses on rewards, good grades, points, and praise (Drew, 2023). Achieving students' desires to get positive comments and appreciation from the students' friends and teachers has been fulfilling students' feelings of satisfaction in doing the project. This satisfaction is influenced by an external reason and real confession to motivate the student. Acting in a way that is motivated by external factors, such as material gain or recognition (Ogundare, 2022). Thereafter, students 2, 5, and 6 stated that improving to be an active participant was the student's satisfaction that came from oneself, not because of a reward or recognition. Accordingly, this statement also included the intrinsic category that was more interested in personal goals than a reward.

How can discussions with friends on social media influence student motivation and involvement in collaborative English Language Learning?

In this part, the researchers presented the data results of the second research question. According to the students' interview results discussing with friends on social media, especially on Instagram was suitable, easy, interesting, and not boring. Besides that, also improves students' self in interaction by giving and replying to comments and feedback. Then, could share ideas between friends and reread the friend's opinion to better understand the meaning. Friends who were better at English made the student motivated to be like that and motivated to be involved as an active participant in collaboration to get new knowledge. Afterward, establishing preferred a topic to discuss with friends also motivated the student to be involved in the discussion. Here are the students' answers:

Two students answered that discussing with friends on Instagram was suitable, easy, and not boring.

Student 2: I find it easier to discuss because I can organize my words more easily because I type. So, I did not need to think about what I wanted to say.

Student 6: I thought it was suitable to discuss using social media like Instagram to collaborate with my friends, it did not feel boring. It is easy to use and friends already know it and using mention made it easier to interact with friends who already know.

Ease use of Instagram to discuss with friends made students not feel bored and suitable to discuss. The convenience felt by students occurs because students utilize Instagram to increase motivation to engage in collaboration. Apart from that, the use of Instagram which students felt was easy to facilitate the way students discuss and interact with friends. The ease of using social media is influenced by the perceived benefits and goals of using social media (Alalwan, 2022). Therefore, based on students 2 and 6 stated that discussing with friends on Instagram was suitable, easy, and not boring because students are influenced by use and purpose so students are motivated to be involved in collaborating.

Four students stated that discussing with friends on social media, especially on an online discussion forum encouraged the students to give and reply to interesting comments or feedback about the content.

Student 1: It was interesting to see my friends commenting in English on Instagram, it was quite funny to see the comments.

Student 2: Apart from correcting, the feedback also gave me new knowledge.

Student 3: There are several suggestions from friends that maybe if we made a mistake, we could correct it.

Student 4: Lots of positive comments from other friends too. So, more motivated to learn English and motivated to collaborate in the comments.

Student 5: Could reply to the comments using cute stickers, so it was interesting.

Comments and feedback given by students refer to an interest in interacting with friends in English and using stickers to express emotions. This comment expressed the student's enjoyment of interacting with friends in the discussion regarding students' views on content. Mutuality is a category of student comments that are accompanied by expressions of their enjoyment and appreciation for the chance to learn about other people's views in a positive way that makes the classroom atmosphere free to respond (Sugino, 2021). Furthermore,

Students were also given comments and feedback about corrections from the content which aims to correct errors to provide new knowledge and positive comments that made students motivated to collaborate. These comments made students reflect on the mistake and encouraged through positive comments to be motivated. Students find it interesting to discuss ideas through comments and learn about other people's points of view when they receive comments, this is defined as reflection of the interaction (Sugino, 2021).

One student mentioned that sharing an idea and rereading to understand the meaning motivated and involved students in collaborative English language learning.

Student 5: We could share ideas by typing, if we did not understand, I could understand what my friends meant by reading it again rather than directly having to ask to talk again.

Student 5: Because sharing ideas, the discussion becomes more in-depth and provides feedback to improve ideas that are not suitable.

Discussions with friends on Instagram provide opportunities for students to improve students' involvement as active participants and motivation in collaboration. The discussion provides a free to share ideas to combine or compare the ideas which accordance with the topic and could be a solution for the problem. The ideas that students share could be critiqued, enlarged, and improved to fix ideas that do not fit. Therefore, discussions with friends made the discussion more in-depth because the discussion is a high level of interaction. So, online learning can be defined as a creative cognitive process in which peers collaborate to share, critique, expand, or develop ideas. Because the social component in discussion is the high level of interaction with the group (Delaney, Kummer, & Singh, 2019). Therefore, student 5 stated discussions with friends on Instagram could share ideas as a creative cognitive process in discussions.

Two students stated that discussions with friends who were good at English when typing in the comments encouraged others to be motivated and involved in collaborating and adding knowledge.

Student 2: I have friends who are fluent in English, and I am more inspired. I saw that I could also be like that. My motivation was to become more active in collaborating on the Instagram online discussion forum.

Student 4: Many of my friends were better at English than me. Well, in my friend's poem yesterday there might be languages that I don't know, that's how it is. Then I would ask and my friend would answer. So, I would increase my knowledge.

Being inspired to have the same abilities as friends was the influence of peers. It inspired students to have the same ability as the student's friends in being fluent in English and being able to help the student's friends in interpreting words so that could add knowledge in English, influencing students to have the same skills. In the study, conducted by (Laursen & Veenstra, 2021), peer influence is a strategy for preserving and enhancing similarities among affiliates and friends.

Besides that, establishing a topic which suitable and interesting to discuss with friends made students focus on discussing and completing the task. Students need to have a topic that is of interest to both parties, students, and partners to discuss. This is because student interest influenced students to focus on the topic to complete the project. Students' understanding skills are influenced by students interests and motivation, without interest it would challenging for students to comprehend more fully (Morshidi, Embi, & Hashim, 2019). In this part, the researchers presented the results of the research and discussed it. The first is about "How can Instagram be used to enhance students' collaboration motivation in an interactive online discussion forum. The second is about "How can discussions with friends on social media influence student motivation and involvement in collaborative English Language Learning".

CONCLUSION

This research investigated Improving students' motivation to collaborate using Instagram. The result of the first research question showed that Instagram can be used to improve students' motivation to collaborate in SMAN 1 Depok Yogyakarta through interactive online discussion forums. Different perspectives, supportive Instagram features, and freedom in choosing topics could attract students' attention. The relevance of Instagram's

features and the ease of Instagram regarding collaborating projects were suitable. Instagram's way of allowing students to contribute without showing facial identity and speaking directly, the availability of Instagram strategies, and the presence of feedback make students confident of getting involved and changing them from passive participants to active participants. Furthermore, students can complete collaborative projects well, there is positive feedback or appreciation, and the change of students into active participants was student satisfaction.

After this, the result of the second research question shows that discussions with friends on Instagram could influence student motivation and involvement in collaborative English Language Learning. The ease of discussion with friends used Instagram and students aim to improve students' motivation to collaborate. Providing feedback that is useful to express enjoyment when interacting (mutuality) and correcting mistakes (reflection of interaction). Share ideas when discussing (creative cognitive process). A friend's proficiency in English could motivate students to collaborate (influence of peers). Furthermore, the freedom to establish a topic with a partner who could make students motivated and interested to complete the task (student interest).

The conclusion of this study can be used by educators in the future to overcome students who have low motivation in collaborating to increase students' motivation using Instagram through online discussion forums. Therefore, the student can be motivated to be active participants to involved in collaboration. Different from the previous study Instagram was a collaboration platform and digital social support for the teacher with the result showing Instagram is used more by teachers to be the source of information support, not for collaboration. Meanwhile, in this study, Instagram can be successfully used by students to improve motivation to collaborate. Then, there are research limitations in this study, that the researcher only investigated Instagram to improve students' motivation through online discussion forums and how discussion with friends influenced students' motivation and involvement in collaboration. Besides that, the researcher only took data at one school, SMAN 1 Depok Yogyakarta. It is hoped that future researchers can investigate other things that can be addressed through social media with different schools.

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