REFERENCES

Ali, M. E. R. C. (2015). Using technology in the classroom: A study with Turkish pre-service EFL teachers. TOJET: *The Turkish Online Journal of Educational Technology*, 14(2).

Atsushi, I. İ. D. A. (2016). Poetic identity in second language writing: Exploring an EFL learner's study abroad experience. *Eurasian Journal of Applied Linguistics*, *2*(1), 1-14.

Bakhshi, S., Shamma, D. A., & Gilbert, E. (2014, April). Faces engage us: Photos with faces attract more likes and comments on instagram. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 965-974). ACM.

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13 (4), 544-559. Retrieved from http://nsuworks.nova.edu/tqr/vol13/iss4/2

Chien, S. C. (2012). Students' use of writing strategies and their English writing achievements in Taiwan. Asia Pacific Journal of Education, 32(1), 93-112.

Clarke, V. and Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26 (2). Pp. 120-123

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge.

Curwood, Jane Scott and Lora Lee. H. Cowell. (2011). *iPoetry: Creating Space for New Literacies in the English Curriculum.*Journal of Adolescents and Adult Literacy. Vol 55 No. 2.

Devi, (2020). The Parents Perception on Their Children in Learning English in Course at Home. Proceeding Paper of English and Technology.

Fang, H., Gupta, S., Iandola, F., Srivastava, R., Deng, L., Dollár, P., ... &Zitnick, L. (2015). From captions to visual concepts and back.

Hansson, S. (2015). Benefits and difficulties in using peer response for writing in the EFL classroom.

Harrel, M. C., & Bradley, M. A. (2009). Data Collection Methods. Semi-Structured Interviews and Focus Groups. RAND Corporation. US: National Defense Research Institute.

Heirati, J.K., &Alashti, L. A. (2015). Attitudes toward using the Internet for language learning: A case of Iranian English teachers and learners. International Journal of Research Studies in Educational Technology, 4(1).

Hu, Y., Manikonda, L., &Kambhampati, S. (2014, June). What We Instagram: A First Analysis of Instagram Photo Content and User Types. In Icwsm.

Listiani, G. (2016, March). THE EFFECTIVENESS OF INSTAGRAM WRITING COMPARED TO TEACHER CENTERED WRITING TO TEACH RECOUNT TEXT TO STUDENTS WITH HIGH AND LOW MOTIVATION (The Case of Eight Grade Students in SMP Kesatrian 1 Semarang in the Academic Year of 2015/2016). In ELT Forum: Journal of English Language Teaching (Vol. 5, No. 1).

Manikonda, L., Hu, Y., &Kambhampati, S. (2014). Analyzing user activities, demographics, social network structure and user-generated content on Instagram. arXiv preprint arXiv:1410.8099.

Nasution, U. K. (2020). Students' Perception on Social Media in Writing Class. Proceeding Paper of English and Technology, 241.

Pujasari, R. S. (2019). HOW DO I WRITE POETRY? INVESTIGATING STUDENTS'CREATIVITY IN WRITING POETRY. JURNAL BASIS, 6(1), 25-32.

Sheldon, P., & Bryant, K. (2016). Instagram: Motives for its use and relationship to narcissism and contextual age. Computers in Human Behavior, 58, 89-97.

Tanjung, H. Students' Perception in Using Edmodo Application on Creative Writing.

Widodo, P. H., Budi, B. A., &Wijayanti, F. (2016). Poetry Writing 2.0: Learning to Write Creatively in a Blended Language Learning Environment. Politeknik Negeri Jember, Indone Electronic Journal of Foreign Language Teaching 2016, Vol. 13, No. 1, pp. 30–48.

Weilenmann, A., Hillman, T., &Jungselius, B. (2013, April). Instagram at the museum: communicating the museum experience through social photo sharing. In Proceedings of the SIGCHI conference on Human factors in computing systems (pp. 1843-1852). ACM.