

**STUDENTS' USE OF INSTAGRAM AS A RESOURCE  
FOR SELF-DIRECTED LEARNING ON  
VOCABULARY**

**THESIS**

Submitted as a Partial Requirements for the Undergraduate  
Degree in English Education Department



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### ADVISORY NOTE

To

The Dean of Education and Teacher Training Faculty

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*Assalamualaikum wr. wb*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Mr. Jono Zaenuri and Mr Mariyah) who always support in every situation.
2. My beloved sister (Uswatun Chasanah) who always advice and motivate me.
3. My big family and all of my friends who give kindness and love.

## MOTTO

بَلِّغُوا عَنِّي وَلَوْ آيَةً

“Sampaikanlah (ilmu) dariku (Nabi) walau satu ayat”

\_HR. Bukhori\_

No matter who you are, where you're from, your skin color,  
your gender identity, Just speak yourself

\_Kim Nam Joon\_

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In the name of Allah, the Most Gracious, the Most Merciful.

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10. Last but not least, those who cannot be mentioned one by one always have a part throughout the research. Thank you very much.



Semarang, 31 juni 2023

A handwritten signature in black ink, appearing to read 'Khofifah', written in a cursive style and underlined.

**Khofifah**

## ABSTRACT

Title : Students' Use of Instagram  
As A Resource for Self-  
Directed Learning on  
Vocabulary  
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Instagram it's frequently use as a learning resource because it is mostly used as social media among students. Instagram also provides English learning content and it can be found by the students to support their self-directed learning. This study aims to explore the contents of English learning on Instagram used by students at MAN 2 Magelang and their strategies in optimizing self-directed learning on vocabulary. This study uses qualitative descriptive design to get in-depth and detailed information about Instagram used as a resource for self-directed learning on vocabulary. There were 7 students of grade eleven involved as the participants with criteria have Instagram account and following English learning account. The Instagram account they follow are @studyenglish.id, @kampunginggrisjagoan, @englishpix, @ngocehenglishcom, @tipspedia.id, and @belajar\_bahasa\_inggris. This study use interview as a data collecting method in order to answer the formulation. After collecting data, the data was analyzed use data reduction, data display, and conclusion. The result shows that the students

mentioned their following Instagram accounts that provide English learning content for learn vocabulary. However, each participant has their own way in optimizing self-directed learning such as choosing interesting contents for learning vocabulary, selecting the contents that suits with their interest, taking notes of what they got from Instagram, practicing how to pronounce the new vocabulary in front of the mirror, choosing an effective tool for their self-directed learning, have free access the materials, and doing self-monitoring and self-evaluating on self-directed learning process. This finding highlights that students can finds Instagram accounts that share those English learning contents to support and optimizing their self-directed learning.

**Keywords:** *Instagram, learning content, self-directed learning, learning resource, vocabulary*

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# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the study consists of the background of the research, the research question, the objectives of the study, and the significance of the research.

### **1. Background of The Research**

Vocabulary is one of the most important things of language learning. It is believed that without sufficient vocabulary students may not be able to understand the ideas or the meaning. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron 2001). To increase students' vocabulary in learning language, the effective strategies help students understand and learn new words. English learners need a good strategy for vocabulary learning to make them easy to remember and learn vocabulary (Mulyasari and Hartati 2017). The goal of effective strategies is to help students increase their vocabulary.

These tasks provide learners with the opportunity to practice and connect words in different ways and encourage them to recall words from memory and use them for all language skills.

The learning process is not only accessible in the classroom but also accessible in out of classroom, in other situations and condition. To increase the chances of learning a foreign language, students need to devote their time to learning languages out-of-class, one of which is good is self-directed learning. At the heart of out-of-class and self-directed language learning is that learners take control of their learning process by taking responsibility for and choosing what to learn and how language knowledge is learned (Merriam, Sharan B., Bierema 2013). The learning process which prioritizes students' activeness becomes an essential thing in determining their success in learning that can create a learning process based on the student's needs (Kurniawan 2020). Students can choose to facilitate themselves to create their learning style and decide what to learn and how they want to study. In this 21<sup>st</sup> century, education must develop learners in taking responsibility for their own learning (Earl 2019). Independent learners

consider themselves to provide learning resources to improve their English skills. Therefore, they can use technologies that has developed in recent years.

In this era, a majority of society, even kids, are able to use technology in life (Pustika 2020). Social media became something most often used by humans not only to share information but also to share knowledge. In education, utilizing technology can help students to improve their academic performance (Mandasari 2020). One of technology is using social media, because social media consists of three parts, namely: Information infrastructure and tools used to produce and distribute media content (Howard and Parks 2012). Kind of media content can be form personal messages, products, ideas, and news. Social media contain various platform and service which is created for community development promotion through information sharing and collaboration. It has become one of the most popular media that facilitates human beings' communication. It can be used as media to link one another even though they cannot face each other due to routine activity. Social media in educational activities have a big influence to help students or learners to study. The

students can use social media as a source for their studies and practice their skills.

Following the earlier available applications like e-mail, internet sites, and websites, the majority of students are familiar with a variety of internet-based platforms and social networking sites, ranging from Whats App, Facebook, e-book, and Instagram. Instagram is a social media that is loved by many young people today. Social media Instagram is a message delivery tool (application) to be able to communicate with a wider audience by sharing photos or videos, which include other features such as DM (direct message), comments, love, etc. Instagram is a photo and video-sharing program that enables users to shoot pictures, record videos, add digital effects, and publish their creations on a variety of social networking platforms, including Instagram it self.

Additionally, Instagram makes it simple for users to discover content producers who have so many kind materials or knowledge content such as English grammar, English vocabulary, as well as other useful information. These contents are very helpful as instructional materials for the Instagram

user as student and also give students a chance to seek any items they might be missing or get inside in class . Instagram can provide online resources that are very useful for improving independent learners' language skills (Handayani, Cahyono, and Widiati 2018). For example, *@kampuninggrisj* and *@gurukumrd* contain English content with many followers. Both of those offer easy-to understand content with fascinating features, such as fresh vocabulary that is rarely used on a daily basis and videos showing how to pronounce words. Additionally, Instagram offers benefits like easily accessible knowledge resources and support for learning. Any educational resources that the students require may be found on Instagram. It states that Instagram can support self-directed learning by offering resources that students can access from any location and at any time.

Numerous research articles and studies have been published exploring the use of technology and social media platforms in self-directed learning of English. One of the studies by Talib Ganulal (Gonulal 2019) and Nouf Aloraini(Aloraini 2018) explored the possible use of Instagram as a learning tool because it has the potential to improve students' learning

experience. Studies conducted by Jamilumul killah, Fauzi (Jamilumkillah and Miftakh 2016) and Sitti Fitriawati, Thita Chacnia(Mamudi and Alamry 2021) found that the use of social media especially Instagram in improving skills much as improving vocabulary and pronunciation. Another study was conducted by Fajar, Agustina (Fajar and Agustina 2019) and Rizka, Arik which the results showed that applying Independent learning and self-directed learning could be implemented in the process of students' English mastery.

The results of earlier research studies suggested that Instagram might be utilized to increase English vocabulary and self-directed learning can be applied to help students in their English mastery. If Instagram were further investigated, more accounts would be discovered that offered materials for English learning which can be used by the students in their self-directed learning. Thus, this study focuses on English content used for self-directed learning in vocabulary mastery. In previous research, only using Instagram as a learning tool, no one has discussed Instagram content for self-directed learning. And each student has a reference Instagram content for learning

English. This reason makes the researcher interested in exploring English learning contents used by the students as resources for their self-directed learning.

## **2. Research Question**

Based on the background of the study that explains above, the questions of this study are formulated below:

1. What contents are used by the students to master vocabulary in self-directed learning using Instagram?
2. How do the students optimize self-directed learning through English content on Instagram?

## **3. Research Objectives**

Based on the research questions, the objectives of the study are presented as follows:

1. To explore the contents of English learning on Instagram used by the students in self-directed learning
2. To explore students' strategies in optimizing self-directed learning through English learning content on Instagram.

#### **4. Pedagogical Significant**

This study is expected to assist students, teacher, and also for future researcher.

##### **1. For Students**

The results of this study are intended to provide an overview to the students about Instagram content as a learning source of English. Here's how students use it for supports their self-directed learning.

##### **2. For Teacher**

This study will give teachers an overview of how to use Instagram as a resource and as a guide to use Instagram as a reference to help students learning process in self-directed learning.

##### **3. For Future researchers**

The study's findings provide academic knowledge for those interested in research especially in ELT research regarding with the use of English learning contents on Instagram. The result of this study can be used as reference to conduct further research or develop the research topic about the use of Instagram for self-directed learning from different perspective about the contents of English learning used by the students



and their optimization in independent learning  
using English learning contents on Instagram.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes the topics in this research sourced from book, journals, and articles to understanding the concepts and theories related to the topics in this research.

#### **1. Previous Research**

Several studies have been conducted by other researchers with similar topics related to this study. First, a previous study was conducted by Talib Ganulal entitled “*The Use of Instagram as a Mobile-Assisted Language Learning Tool*”. This study focused on the popular social media networking site, Instagram as a tool for English language learning as a mobile-assisted language learning (MALL). Ninety-seven Instagram-using English language learners (ELLs) were the study’s participants. The study aimed to reveal the students’ attitudes towards and experiences in using Instagram as a mobile-assisted language learning (MALL) tool. This study used mix method, quantitative and qualitative. More specifically, a convergent parallel mixed-method research design was used (Creswell & Plano-Clark,

2011). A three-sectioned, through online survey was used to collect both quantitative and qualitative data at the same time, but they were examined independently. The first section consists of 15 questions that ask about background information and Instagram usage patterns. The second part was 6-point Likert-type scale developed by the researcher following Kabilan et al's (2010) and Gamble and Wilkins' (2014) questionnaires on learners' perception of Facebook. The last part of the survey included three open-ended questions to further explore learners' views of MALL in general and Instagram as a MALL tool in particular. The study found that most ELLs reported that they actively used it for English language learning purposes. Similarly, using social networking platforms for such purposes has also been examined or reported in other studies (Lomicka and Lord 2016). According to this study, approximately half of ELLs mentioned that they tried to communicate in just English (e.g., posting a comment, replying, and sending direct messages) on Instagram. Additionally, another trend in Instagram use that figured remarkably among ELLs was to follow and make use of certain Instagram pages devoted to English

language development (e.g., *BBC Learning English*, *daily English learning*, *English online coach*, *learn English myself*). The first finding there is the relationship between the use of technology and increased language learning motivation and between high language learning motivation and the increased use of technology. Second, ELLs mostly considered Instagram to be a motivating and interesting mobile language learning tool. Instagram specially seemed to encourage ELLs to read engaging materials with authentic language use and to utilize the target language more frequently. Due to its capacity to connect text with visual information, Instagram can be an excellent resource for vocabulary development for English language learners.

The second study was conducted by Xiaoquan Pan, Xingzhi College, Zhejiang Normal University, Jinhua, China with the title “*Technology Acceptance, Technological Self-Efficacy, and Attitude Toward Technology-Based Self-Directed: Learning Motivation as a Mediator*” (2020). This study explored the contribution of technology acceptance and technological self-efficacy to attitudes toward technology-based self-directed learning in a sample of

Chinese undergraduate students. A total of 332 undergraduate students of college English courses were enrolled to participate in questionnaires regarding their technology acceptance, technological self-efficacy, and attitude toward technology-based self-directed learning motivation. According to the finding, students' attitudes toward technology-based self-directed learning were influenced by their level of technological acceptability and self-efficacy. The results also showed that the relationships between technological self-efficacy, and attitude toward technology-based self-directed learning were mediated by learning motivation. Specifically, students experiencing greater technology acceptance and technological self-efficacy showed higher attitudes toward technology-based self-directed learning. In order to show the relationship between students' perceptions of technological settings and their attitudes toward technologically based self-directed learning, this study emphasized the role of learning motivation as a mediating mechanism. Language learners can start their learning on the basis of their own interest and requirements by gaining access to the ecosystem of language learning that is

created by technologically favorable settings. Thereby, it is indispensable that language learners are equipped with the competence to engage in technology-based self-directed learning (Benson and Reinders 2011). Specifically, this study intended to inquire into how technology-accepted and technological self-efficacy contribute toward technology-based self-directed learning and meanwhile to investigate whether learning motivation mediated these associations in a sample of Chinese undergraduate students studying for college English courses. The researcher has verified a significant positive influence of technological self-efficacy on technology acceptance and utilization and regarded technological self-efficacy as a proxy of individuals' Pan Technology Acceptance, Self-Efficacy, and Attitude Toward Self-Directed Learning Frontiers in Psychology.

The third study is from NoufAloraini, College of Languages and Translation, King Saud University with the title "*Investigating Instagram as a Learning Tool*" (2018). In light of CALL, MALL, and CMC research, the purpose of this corpus-driven study was to investigate the potential of the Instagram platform

in learning English as a foreign language (EFL): particularly whether the type of Instagram post (vocabulary or grammar) had an effect on the amount of learners' EFL output, the output accuracy, and the amount of feedback the learners received. This study took the data from authentic EFL use from the comments section of 15 Instagram accounts that were targeting Saudi learners as their population. A total of 140 comments were analyzed (70 for vocabulary and 70 for grammar). This study followed a global data collection procedure (i.e., that data from a large scale of learners, gathered around the same period of time). Data (posts and comments) were randomly selected from 15 Instagram accounts/profiles that were created for teaching EFL to the Saudi population who speak Arabic as their first language (L1). Each SLA theory focuses on a single component of language acquisition, such as output, CALL is characterized by its comprehensiveness in simultaneously covering multiple areas required for language acquisition (e.g., input, output, feedback, and interaction)(Chapelle 2009). The data was collected from multiple accounts in order to eliminate the teacher effect. Feedback is only collected from replies and mentions, it include

posters and peer feedback (from other reviewers). The researcher with avoids commentators and posters entirely to eliminate researcher influence. That the role of the researcher is simply to collect, classify and encode data. The study showed that using a mobile phone to complete vocabulary tasks did not create any barriers, and while the task took slightly longer completed the activity was the same on the PC and the mobile phone. Quantitative results showed that using MALL improves students' speech (vocabulary) and suggests that the main benefit of mobile learning is the accessibility the technology provides, as it is not limited by location or time. Despite the research, Instagram can still be used effectively for EFL teaching and learning, learn by considering the implications below to achieve the desired goals. The study concluded that mobile technology has the potential to improve students' interaction, as well as their overall learning experience.

The fourth study is from Dwiario Fajar and Dwi Agustina entitled "*Independent Learning for Improving English Skills of Students in English Language Education, Pekalongan University*". Students take on more responsibility for their own



learning under this educational idea. After their classroom learning is complete, students are expected to continue learning both inside and outside of the classroom. The idea of independent learning is appealing in general for a number of reasons. According to this idea, an individual's right can be fulfilled if the teacher is willing to engage the class and give the students freedom to select the course material, learning strategies, in-class activities, teaching resources, methods, and evaluation of the students' learning outcomes, as well as the appropriate time and place for learning. The purpose of this study was to investigate how lecturers understood independent learning and how it related to helping their students improve their English. This study used qualitative with narrative inquiry design. 9 English Language Education's lecturers from Pekalongan University were involved in the interview and they were asked about their perceptions about the meaning of independent learning and its consideration in facilitating English improvement of their students. The results of the study revealed that the lecturers agreed that the activity of independent learning is necessary needed. Independent study is crucial since it

can enhance students' English proficiency, increase their enthusiasm and interest in learning the language, and identify their unique learning preferences.

The fifth study is conducted by Jamilumkillah Khodijah M dan Fauzi Miftakh. The study with the title "*The Utilization of Instagram Account @andyhopss as Media to Improve Students' Interest in Intelligible English Pronunciation*" (2021) aimed to see the significance of the Instagram account @andyhopss in improving students' interest in intelligible English pronunciation. In EFL classes in Indonesia, pronunciation is still ignored, while having intelligible pronunciation is needed (Jamilumkillah and Miftakh 2016). Instagram is one of the most popular social media in the whole world. Instagram account @andyhopss is one of the users that share many contents about learning English. One of his contents is about pronunciation, it is called "MarKiBep" it is an abbreviation of "Mari kita belajar pronunciation" or in English means "Let's learn pronunciation". The man behind this account also has an inspiring story about learning English, this could motivate students to learn pronunciation and to have an intelligible pronunciation skills. This is a

qualitative study that used the case method in order to get a depth analysis of this phenomenon. All of the research processes were done online utilizing Google classroom to give the instruction to the students. There are 10 students involved as participants in this research that picked up randomly from class XI to XII in Texmaco Vocational High School Karawang. The data was collected through a questionnaire and interviews. The findings of this study indicated that this Instagram account can be used as an online media to support English learning because it has flexibility and easiness, and it is able to motivate students.

The last is from Sitti Fitriawati Mamudi and Thita Chania S Alamry with the title “*Students’ Perception on The Use of Instagram to Learn English Vocabulary*” (2021). This study aimed to determine students’ perceptions of the use of Instagram to learn English vocabulary. There are many compelling reasons to give kids vocabulary instruction, and one method of teaching vocabulary involves internet functionality. The purpose of this study was to determine how students felt about utilizing Instagram to learn English vocabulary. In conducted this study, it’s used a qualitative approach. The subjects were 20

students of various age and who have followed an English learning account on Instagram. Data collection techniques in this study used questionnaires, interviews, and documentation as supporting data which is needed for triangulation. The interview covered both internal and external elements to determine how the students felt about using Instagram to learn English vocabulary. The findings from the survey of students' opinions about using Instagram to learn English vocabulary were very beneficial to the participants in helping them add new terminology. They had picked up from following the English vocabulary learning Instagram account. It may be inferred that participants responded favorably to learning English on Instagram and that is suitable option for English learning media.

This study's focus and locus are very different from those of the research mentioned above. Studies conducted by Talib Gonulal and Nouf Aloraini have found the use of mobile-assisted learning language (MALL), especially Instagram as a learning tool. Other studies that had been conducted by Xiaogun Pan from Zejiang Normal University discussed about technology acceptance and attitude

toward technology-based self-directed learning. Other studies by Dwi Ario Fajar and Dwi Agustina explained the purpose, value, and effectiveness of independent English study. The outcomes of this study are anticipated to differ from the results above, based on the analysis of the preceding experiments. This study will be focused on Instagram's use of English learning content for mastery of vocabulary in self-directed learning.

## **2. Literature Review**

In this section, the writer provided information related to the topic of the research, that are Self-directed learning, vocabulary, Instagram, and Instagram as learning resources.

### **A. Self-directed learning**

Self-directed learning has been playing a significant role in students' learning activities for a long time. The definition of self-directed learning is "a process evaluating learning outcomes to meet the learning needs, by getting or not getting help from someone else, by

determining the objectives, human and pecuniary resources, and selecting and applying appropriate learning strategies. Self-directed learning can be regarded as a process in which people take main responsibilities and attempt learning experiences.

Self-directed learning is any increase in knowledge, skill, accomplishment, or personal development that an individual select and brings about his or her own effort using any method in any situations at any time. Self-directed learning is designed to broaden and deepen it, to help students channel and refine it (Gibbons 2002). This design has been developed by a flood of recent discoveries about the brain. We have found that the brain is a meaning-making machine that thrives in rich environments, seeks out patterns, builds on previous experiences, and functions best in non-threatening situations. Not only is the brain a dynamic, self-directed instrument of learning, but it is also highly individualized as well. Recent studies of intelligence, learning style, and talent or strengths affirm the great diversity in the ways people learn. Cognitive

psychology has also focused on the importance of learning how to learn, that is how to develop strategies that can be applied to any learning task. Such portable skills prepare any learner for the ultimate challenge of lifelong learning.

Self-directed learning is a process of learners who have the ability to learn independently. It can promote the students' activity of independent learning through the strategies they use (María and Nucamendi 2014). The students should be able to take charge of their own learning by exploring methods, resources, materials, and tasks independently. In addition, self-directed learning become an opportunity to see learning as something fun and interesting by choosing what to learn and how to learn. Independent learning is formed for some reasons as follows (Anggraeni 2018):

- a. The learners can learn independently outside the classroom.
- b. The focus study is based on the learner's ability when they can apply self-directed learning to their study.

- c. The learners can take a responsibility for their learning by choosing the materials they need and want to learn.
- d. The learners are able to decide their learning style which method that can help them to understand the materials easily.

Elena mentions that there are several concept that can build independent learning (María and Nucamendi 2014):

a. Individualization

The term of individualization is an individual's characteristics in learning process such as goal content, methodology, and phase. This is based on fact that the learners will always have different ways of learning that might be appropriate for them.

b. Self-instruction

Self-instruction is about the learners' decisions in achieving their learning aims by choosing contents or the material of what they will learn, how it will be learned, and how it will be accessed effectively.

c. Self-direction



Self-direction is one of the learners' abilities in taking and accepting responsibility for their learning. They can take control of their own learning but they still need experts in achieving their learning goals.

d. self-regulation

Self-regulation is integrating self-development consisting of the control of motivational, metacognitive, and behavioral actions in achieving learning goals. Those included planning, implementing, monitoring, and evaluating learning.

e. Learner-centered education

Learner-centered education is one of example that may include individualization, self-instruction, self-direction, autonomy, and independence. Based on the fact, the learners can develop and organize the activity of their own learning.

f. Self-access

Self-access is one of the strategies in promoting self-directed learning. The learners have access to appropriate materials that can encourage them to be more

independent in learning or they don't depend on the teacher.

There are so many ways that can be used by learners in optimizing self-directed learning of English. In language learning, independent learning is expected to help the learners to study inside and outside the classroom (Anggraeni 2018). since technology may be utilized both inside and outside of the classroom, it can help to support this responsibility. Since kids must be able to select and investigate the things they need to study independently, technology can aid students in developing self-directed learning. According to Anggraeni, technology can help learners to be independent in learning in this digital era by choosing many features provided on the internet related to the subject (Anggraeni 2018). They have access to find materials and data from several online venues.

The student is definitely trying to make their activity of independent learning successful by optimizing self-directed learning. For English language learning to be successful,

there are five general strategies ; language as communication key, language is a system, as an approach to active learning, monitoring progress, and managing the requirements of the learning process (Skehan 2003). Muslimin offers some examples of students who have learned languages in successful ways (Muslimin 2018):

- a. Taking responsibility for their learning by seeking an opportunity to do some English practices independently and trying to get language exposure from any sources, for example reading textbooks, listening to English songs, joining English conversation clubs, speaking, making contact with native speakers, etc.
- b. Self-initiating and well-motivated to learn English. The success of language learning can be seen if the learners can feel that learning English is one of their needs and have a strong willingness to improve their competence in English.

- c. Initiating learning opportunities for themselves by doing learning strategies depends on their goal of learning English.
- d. Doing independent learning activities that suits their interest for example the activities inside and outside the classroom which they love and enjoy to do.

As mentioned above, one way to proven successful language learning is by self-directed learning or independent learning. The students can do it according to what they want to learn any time outside the classroom hours at school.

## **B. Vocabulary**

### **a. The Definition of Vocabulary**

Learning a new language cannot be separated from the vocabulary. Vocabulary can be defined as “The word we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the

basis for how learners speak, listen, read, and write (Richard & Renandya 2002). Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to a native speaker, using language in a different context, reading or watching television.

The other definition of vocabulary is stated by Hatch and Brown, they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use (Hatch and Brown 1995). Hatch and Brown also state that vocabulary is the only system involved in alphabetical order.

Vocabulary is central to second language (L2) acquisition. As McCarthy (1990: 5) states that without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. Nation in Schmitt (2000: 5) proposes a list of the different kinds of

knowledge that a person must master in order to know a word: the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

Vocabulary is the knowledge of meaning of words. The term vocabulary has a range of meanings. For example, some teachers use the term to mean *sight-word vocabularies*, referring to students' immediate recognition of words in print ; other teacher refer to words students understand as their *meaning vocabularies*. Still other teachers use the term to mean *listening vocabularies*, or students' understanding of words that they hear in spoken language. Content teachers use the term *academic vocabulary* to refer to content-specific words. Within tis section, we use the term *vocabulary* to refer to students' understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students'

vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005).

### **b. Types of Vocabulary**

The act of reading and readers' understanding depend heavily on vocabulary. It alludes to the vocabulary required for efficient communication. Both expressive and receptive vocabulary are implied. While expressive vocabulary denotes the words we speak and write, receptive vocabulary refers to the words we heard and read. The word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. Hiebert and Kamil also define knowledge of words also come in at least two forms as follows:

#### a. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

c. **The Aspects of Vocabulary**

In learning vocabulary, there are some vocabulary aspects that students must know when learning to master vocabulary. Based on Lado (1972: 1) as cited in Mardianawati (2012: 11), the vocabulary aspects consists meaning,



spelling, pronunciation, word classes, and word use.

a. Meaning

Meaning becomes one of the essential aspects that the students should learn because meaning refers to how the word gives meaning to the language users. Frequently, a word may have more than meaning when it is used in a different context. For example, the word “present” as a noun has meaning: a time that is happening now. The word “present” as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, the students need to know the meaning of the word because it will help them understand the message from that word when it occurs in different contexts.

b. Spelling

Although incorrect spelling does not often prevent understanding a written

message, it can adversely affect the reader's judgment. Bad spelling is considered as a lack of knowledge. One reason that spelling is difficult for students between the sounds for a word and how it is spelled is not always apparent. A single sound (or, more correctly, a single phoneme) may have many different spellings (*paw, poor, pore, pour*), and the exact spelling may have many different sounds (*or, word, information, correspond*). In order to help make things clear, our students need to focus on a particular variety of English (British or American English, for example) as a spelling model for them to aspire.

c. Pronunciation

When the students learn vocabulary, they also need to know what a word sounds like (its pronunciation). It will help the students to understand what the other means to say. If a word

sounds incorrect, it will be difficult for someone to understand it. Therefore, the students need to know how to pronounce a word correctly to avoid misunderstandings spoken communication.

d. Word classes

Word classes can be defined as categories of words, It is an essential feature in semantic feature analysis. The categories of words can be classified into some categories such as nouns, verbs, adverbs, adjectives, and prepositions. The classification of the words of a language in this way depends on their function in communication.

e. Word Use

Word use refers to the function of a word used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

### **C. Instagram**

Instagram is one of the most favorite applications for social media users in recent years. The focus of Instagram is for users to post individual image or videos with a description on the profile. As of December 2021, Instagram reached a new milestone of 2 billion active users worldwide as cited in Dixon (2022). There are 1.9 billion total number of daily active Instagram users. According to Instagram demographics, 31% of Instagram users are 18-24 years old which age is young people. Out of them, 17.9% are males, while 13.1% are female users.

Instagram, a social media networking platform, can be utilized as educational content because it offers user uploaded images, music, and video. The name Instagram is well known to individuals all around the world. Nowadays, practically everyone has an Instagram account that they use to post daily activity through uploading videos or pictures. Instagram is such an easy way to share people's lives with their personal pictures or videos which can transform

them into memory and keep it forever (Listiani 2016). It can also be used to share personal pictures or videos and write captions. Instagram is one of the mobile programs that may be used to share images or videos with friends along with captions, it can be inferred.

In addition, Instagram itself was created by Kelvin Systrom and Mike Krieger, and it was launched in October 2010. Instagram can bring people into new things and also can connect people with friends from all over the world. There are so many function provided on Instagram that can be used as media for learning that is appropriate for independent learners (Listiani 2016).

The function of Instagram:

a. Photo sharing

Instagram provides photo sharing features to the users to take a picture or use photo that already exist in their memory to upload and they can put a caption.

b. Social

the users of Instagram can share pictures whatever they want to upload. They also can follow each other to get more friends and they can “like” and “comment” to the pictures shared that appear on their Instagram feed.

c. The community

Instagram connects people around the world that has many advantages for the learners because they can learn English directly from the native. They also can find specific materials for they want to know by use *hashtag* as one of features that provided on Instagram.

d. An Education

The learners can involve their writing skills by create a caption. When uploading something and providing a caption in English, student can use the atmosphere of writing because it can force them to think more broadly about how to arrange the words became a good caption. They also can use Instagram to practice listening by

playing video reels that might appear on their feed.

Instagram is such an amazing application and one of the most popular social media applications. What makes it the best application for English language learning is that its users learn entertainingly and spontaneously. Instagram has a beneficial characteristic as it falls into the category of social networking and the main source of networking is communication.

Instagram also has other features besides Instagram feed, it called “Instagram story” and “Instagram live”. Instagram story is a feature that lets users post photos, videos, and polling that vanish after 24 hours. The photos and videos that are shared on Instagram stories are ephemeral and cannot be viewed once 24 hours have elapsed. Contents share to stories also will not appear on your profile grid or in the main feed. Instagram live enables the user to do the broadcast live along with another user. With these features, users can interact with

your Instagram audience in novel and exciting ways, raise awareness of our content, and direct them to important offers outside of Instagram. Additionally, we are able to send direct messages not only to a single user but also to multiple users in multiple chats or messages.

There are several Instagram features that will be found in using Instagram:

1. Instagram profile interface is a part that displays information about user profiles. It includes biography, circular profile photo, number of posts, and users' follower/following count. The "+Follow" option permits users to follow other users and stay updated on the latter's posted content.
2. Profile content or Account description is a section to describe personal or business identity and also links to a website of your choice. This is the only place on Instagram that allows for active links. Active links such as YouTube channels, blogs, or websites can be mentioned in this section.



3. Navigation tools, there are five icons available at the bottom of each page in Instagram's screen. These icons are the user's profile page, reels video pages, posting page, and home page.
4. Caption or description for photos or videos. Instagram users may accompany their posts with a caption. Only the first few lines of the caption will be visible when scrolling, but to know more about the caption the users can click more. Any links posted in captions will not be live, so it is best to post links in your bio and reference them in captions.
5. Comment is someone posts a reply or response to other users' posts. A comment is considered a level two engagement, meaning that users have chosen to actively participate on your page. The more comments you have, the more quality engagement you have on your site.
6. One features that distinguishes Instagram is its use of filters, which allow users to instantly enhance their images and even

add frames. Instagram currently offers users a selection of more than 50 filters.

7. A follower is a *friends* or partner on Instagram who could potentially see your post in your feed. The more follower you have, the larger your audience.
8. Instagram Live is a video features that allows you to broadcast live to your follower. The follower only be able to watch the video in real-time, and there is replay comment option.
9. Hashtag (#) are used to describe and categorize the specific posts. The hashtag symbol (#) always goes at the beginning of a #hashtag and can be clicked on to find similar posts.
10. Like is the follower responds by giving double taps for a photo or tapping the heart button. The user can give support for each other by giving like for another user post.
11. Post is any photo or video that is shared via the Instagram network. The photos or videos can be describe in a caption and hashtag.

12. Story is a short post, no more than 30-second post that is visible only for 24 hours. Instagram users can create multiple stories in a day. Using the story features is a great alternative to constantly uploading pictures to the site. It allows you to remain active user and engaged on a regular basis.
13. Tag is an Instagram user who attaches another person's handle to post. This can occur in comments of another's posts, or a user may tag their friends in photos that they post as well.

That's all that was written above are features that we can find in the Instagram application. All of those features are very useful for anyone as an active Instagram user.

#### **D. Instagram as Learning Resource**

In the learning process, students need to understand the materials delivered. The students can use learning resources to make the learning process easier and help them to understand the materials. Learning Resources is a tool of presenting and understanding

materials of the learning objects which can help the students to solve their problems in their learning process and encourage the students' motivation (Bušljeta 2013). Additionally, learning resources can be used as the instrument in delivering educational materials such as images, sketches, clipping, and other visual literature.

The interaction between students and learning resources can affect their learning achievement so the difference will be shown between students with high and low concentration in utilizing learning resources for their learning achievement (Supriadi 2017). Learning resources that are appropriate and suitable for educational needs can be used to optimize the learning process. In choosing learning resources, some things should be noticed (Anam 2020);

- a. Economical and efficient, it does not mean that the learning resources should be cheap, but the user can be long-term.
- b. Practical and simple, learning resources should be easy to use and not confusing.

- c. The available, learning resources should be easy to find and get. If it can be, learning resources also can utilize what is around the students so they can easily get their learning resources.
- d. Flexible, learning resources must not be concerned in one goal of learning but it should cover all the goals of learning.

As mentioned above, those things can be found in the use of social media. The features that are provided by social media can give learners opportunities to be more independent in their learning (Liu 2010).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **1. Research Design**

Research design refers to the outline, plan, or strategy specifying the procedure to be used in collecting data in research. This research was conducted to explore the student's use of Instagram for self-directed learning on vocabulary mastery. Qualitative design is used in this study to get in-depth information about the contents of English learning on Instagram and their ways of optimizing self-directed learning by interviewing participants. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. According to Creswell, the qualitative design provides a detailed understanding of central phenomena through the exploration of the participants (J. W. (University of N.-L. Creswell 2012). So, this method is suitable for this research because this research does an exploration of English learning content on Instagram used by students and students'

experience in optimizing self-directed learning through English learning content on Instagram.

## **2. Subject and Setting of The Research**

The researcher obtained the data from 7 students in grade IX MAN 2 Magelang that has chosen by the researcher based on purposive sampling. The researcher did an interview with 7 students who conform to some criteria that are determined by the researcher. The samples categories are:

1. The students who have an Instagram account
2. The active user of Instagram, who has an Instagram for at least 6 months.
3. Following the English learning accounts.

There are three main criteria used in selecting the research subjects. According to Creswell, purposive refers to the selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge (J. W. Creswell 2003).

### **3. Data and Source of Data**

#### **A. Data**

There were two data used in this research. The first data is English learning content of Instagram used by students in terms of learning content for vocabulary mastery. The second data is students' strategies in optimizing self-directed learning through English learning contents of Instagram in form of what students' do in building self-directed learning.

#### **B. Source of Data**

The source of data is the students in grade IX MAN 2 Magelang. The data were obtained from interviews about the use of English learning content on Instagram by students and about students' strategies in optimizing self-directed learning through English learning content on Instagram.

### **4. Method of Collecting Data**

The interview was conducted as a data collection method in order to answer the formulation.



According to Denzin and Lincoln, the interview is a conversation, the art of asking questions and listening. It is not neutral tool, for the interviewer creates the reality of the interview situation. In this situation, answer is given. Thus interview produces situated understandings grounded in specific interactional episodes. This method is influenced by the personal characteristics of the interviewer, including race, class, ethnicity and gender.(Gunawan 2016)

Semi-structured interviews are used in this study. In a semi-structured interview, participants are asked a series of open-ended questions before being asked follow-up questions to delve deeper into their answer and the research topic. Semi-structured interviews in qualitative research are blend of structured and unstructured interviews in that some questions are predetermined while others are not. In the interview process, the researcher asked some questions related to the English learning content of Instagram and students' experience in optimizing self-directed learning through the English learning content of Instagram.

Documentation is a complement to the use of the interview method in qualitative research. In this

study, the researcher uses documentation in the form of pictures of screenshots from Instagram accounts that were followed by the students.

## **5. Method of Analyzing Data**

After collecting the data, the data was analyze that gained from interview. Data analysis would be conducted to create understanding of the data and presented in a form of descriptive explanation include drawing conclusions. In this analyzing data, Interactive Miles and Huberman Model was employed. Sugiyono explains that there are three steps in analyzing data, are as follow:

### **A. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this research, the researcher collected all data from respondents through interviews with 7 students. The researcher needs to re-read transcriptions or notes from the result of the interview to categorize the specific parts. The fact that not all of the

information gathered by the researcher was significant means that some irrelevant data had to be eliminated or decreased because it did not provide sufficient evidence.

#### B. Data Display

In this research, the researcher displayed data in the form of narrative text gained from the interview, then analyzed it selectively based on the research problems. Sugiyono explains that in displaying data, besides narrative text, it can be graphic, matrix, network, and chart.

#### C. Conclusion

The last step of analysis data is conclusion drawing. Conclusions are also verified as the analyzed process. Conclusion drawing involved stepping back to consider what the analyze data mean and to assess their implication for the questions at hand. In this research, the researcher conducted a pre-conclusion based on the displayed data gained on the previous steps, but it is not strong enough as a proven conclusion. The researcher would re-analyze the display data so that the conclusion of this research is credible.

In this step, the researcher draws the conclusion and verify the answer of research question that were done in displaying the data by comparing the result interview and purpose of this research.

## **6. Instrument**

The research instrument in this study is an interview (in-depth interview) as the primary technique of data collection. An interview can be defined as a way to communicate between the interview and the interviewee to get the interviewee's ideas about the issues. According to Kvale (1996) “The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task of interviewing is to understand the meaning of what the interviewees say”. Esterberg (2002) says that interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and join construction of meaning about a particular topic.

The instrument used in this research was an interview guideline consisting of open-ended questions. The question is concerned with the English

learning contents of Instagram that can be used as resources and students' experience in optimizing self-directed learning through English learning content of Instagram. The researcher compiled a lattice of instruments that can be seen in table 3.1 below.

*Table 3.1 - Lattice instrument of English learning content of Instagram as a resource study*

No	Variable	Indicator	Question
1	English learning content of Instagram as a resource of study	<ul style="list-style-type: none"> <li>• Types of Instagram content</li> <li>• Specific Instagram content</li> </ul>	<ol style="list-style-type: none"> <li>1. What Instagram account do you use as a learning resource?</li> <li>2. What is the specific learning of that content?</li> </ol>

*Table 3.2 - Lattice instrument of Students' strategies in optimizing Self-Directed Learning*

No	Variable	Indicator	Question
2	Students' experience in optimizing self-directed learning through English learning content on Instagram.	Self initiating and well motivated	1. Do you take the initiative to study independently? 2. What your motivate to study independently?
		Individualization	3. What is your goal for self-directed learning? 4. What is your method for

			achieving self-directed learning goals?
		Self-instruction	5. How do you choose the content for self-directed learning?
		Self-access	6. Are you free to access the materials or the resource learning without depending on the teacher?

		Self-regulation	<p>7. How do you monitor the self-directed learning process?</p> <p>8. How do you evaluate self-directed learning outcomes?</p> <p>9. Did thing go according to your plan? If not, please explain</p>
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The table above is a lattice of instruments that will be used by the researcher to design interview guidelines.

The researcher also use documentation as instrument. This documentation aims to get deep information about the whole process of primary subjects. The documentation was the screenshot of the features on Instagram which is used by the students in



learning English. This documentation to make sure that the students apply Instagram as a resource in self-directed learning.

## **7. CHECKING VALIDITY**

Refers to the purpose of the study, this research used triangulation and member checking to check the validity and the authenticity of the findings.

### **A. Methodological triangulation**

Methodological triangulation use two subtypes that should be differentiated: within-method and between-method triangulation. A more traditional example of the first strategy outside qualitative research is to use different subscales for measuring an item in a questionnaire, whereas as example of the second is to combine the questionnaire with a semi-structured interview. This study used methodological triangulation by a method of data collection which are combine the interviews and documents in the form of pictures. This triangulation to check the validity of first research question, by compared the result interviews about Instagram content from

students with documents in the form of picture screenshot from Instagram content.

## **B. Member checking**

In this study, the researcher also use member checking to checked the existing data obtained from the participant, whether the data provided by the participants has been fulfill the truth or valid. The data obtained by researcher must be appropriate with what has been provided by the participants for the validity of the data in study. According to Sugiyono (2012, p. 276) states that: “Member check is the process of checking the data obtained by the researcher to the data provider”. The purpose of member check according to Sugiyono (2012: 276) is:” Purpose member check is so that the information obtained and will be used in writing reports in accordance with what is meant by data sources or informants”. Thus in this study, researcher used the member check on research subject at the end of field research activities regarding focus being studied. Namely in order to obtain the validity of the data in the study

Triangulation is a method used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concept or ideas being investigated. Triangulation by composition theory, method, or observer in research helps to eliminate the problems with using a single method or single observer are overcome. Triangulation is also an attempt to aid exploration and explain complex human behavior through diversity. Four types of triangulation are proposed by Denzin : (.u 2009). (1) Data triangulation refers to the use of different data source, which should be distinguished from the use of different methods for producing data. In this type of data triangulation, Denzin makes a distinction between time, space, and persons and suggests studying phenomena at different dates and places and from different persons. (2) Investigator triangulation, investigator triangulation use strategy different observer or interviewer are employed to detect or minimize biases resulting from the researcher as a person. Several investigators are used in the analysis process. The findings of each are the compared to

develop a better understanding of how every investigator views the issue. If the findings are similar then it heightens the confidence in the study. (3) Theory triangulation, theory triangulation using different theoretical perspective to make inferences about a distinct set of data. The starting point is “approaching data with multiple perspectives and hypotheses in mind. Various theoretical points of view could be placed side by side to assess their utility and power”. However, the purpose of the exercise is to extend the possibilities for producing knowledge. (4) Methodological triangulation use two subtypes that should be differentiated: within-method and between-method triangulation. A more traditional example of the first strategy outside qualitative research is to use different subscales for measuring an item in a questionnaire, whereas as example of the second is to combine the questionnaire with a semi-structured interview.

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter consists of two sections; Research Findings and Discussion. In research findings, the researcher writes the detail about the result of the data collected. In the discussion, the researcher describes the data analysis of this study.

#### **1. Research Findings**

Based on the answer to the research questions, which are; what contents are used by the students to master vocabulary in self-directed learning and how do the students optimize self-directed learning through English content on Instagram, the findings of this study are described in depth in this part. This research was conducted in MAN 2 Magelang. The researcher did an interview with seven students in grade eleven that conform to the criteria. Besides, there are documents in the form of pictures and screenshots of Instagram accounts that are followed by the students. The results of this study are discussed in the next section.

##### **A. English Learning Content of Instagram as a resource of study**

**a. The specific content of English learning**

*Table 4.1 - Specific content of English learning*

<b>No</b>	<b>Specific Content</b>	<b>Data</b>
1	Simple vocabulary for beginners along with how to pronounce and the meaning	1Ae, 2Af
2	Daily vocabulary with the meanings and how to pronounce it	1Ae, 4Ae
3	Vocabulary according to the part of speech and the meaning	2Af, 3Ad
4	Vocabulary about daily sentences and abbreviations in English with the meanings	5Ae, 6Ae
5	English slang with the meanings and English sentences	6Ae, 7Af
6	Vocabulary about phrasal verb and daily English	5Ae, 7Af

Based on the table 4.1 the data showed the specific contents on Instagram that help the students

to learn vocabulary. Each account of English learning have different contents and different kind of vocabulary.

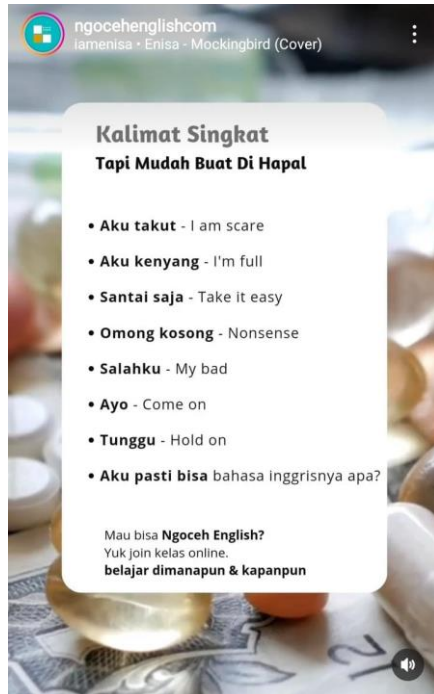
There are accounts like @ngocehenglishcom and @tipspedia.id which is believed by the student that the content can help them in development so many daily vocabularies when they read the contents. The statement is confirmed by the students as follows:

*“I think @ngocehenglishcom is an interesting English learning account. They usually shares photos about daily vocabulary, it is simple vocabulary that I don’t know before. This account helps me to increase my vocabulary.” (Student1, 18<sup>th</sup> April, 2023)*

*“The English learning account namely @ngocehenglishcom is a funny learning source. Besides containing daily vocabulary and the meanings, there is a back song or music in their Instagram post which makes me feel enjoy*

*reading and learning the vocabulary contents.”*

(Students 2, 18<sup>th</sup> April, 2023)



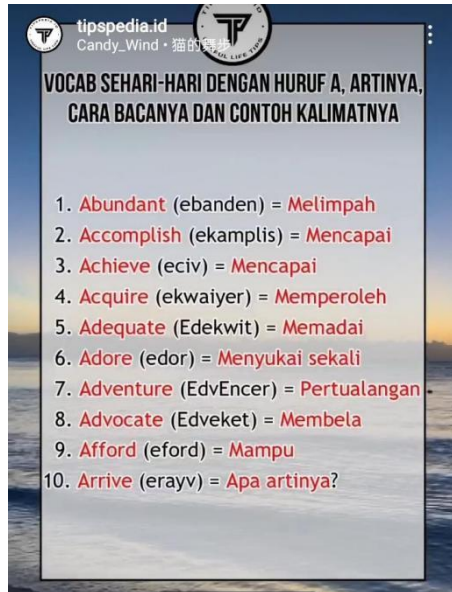
*Figure 4.1 - Screenshot of*

*@ngocehenglishcom*

*“I read a lot of new vocabulary on the English account @tipspedia.id. It contains daily vocabulary with the meaning so I can understand*



*it well. This account often shares so many daily vocabularies that can develop my new word every I open my Instagram.” (Student 4, 19<sup>th</sup> April, 2023)*



*Figure 4.2 - Screenshot of  
@tipspedia.id*

In addition the student revealed account @studyenglish.id as accounts that provide contents for vocabulary according to part of speech. In this account students learn vocabulary according kind of part of speech. The content

contains an explanation of the part of speech, and there are also examples of words. This statement is in line with following interview result.

*“On the account @studyenglish.id, it posts kind of part of speech, there is explanation and example of the words”* (Student 3, 19<sup>th</sup> April, 2023)

*“I learn many kind part of speech on account @studyenglish.id, this account share about verb, adjective, pronoun, and another part of speech with the meaning in bahasa”* Student 2, 18<sup>th</sup> April, 2023)

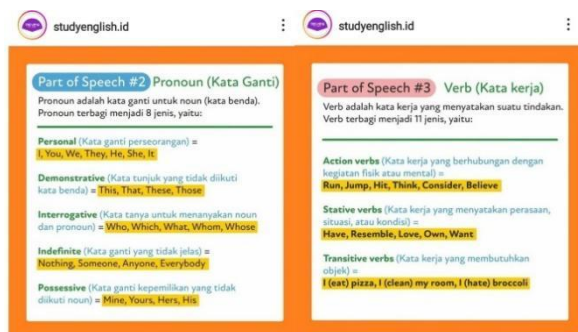


Figure 4.3 - Screenshot of @studyenglish.id

Besides, the students learn about daily sentences in English with the meaning and the

content can be found on @belajar\_bahasa\_inggris because this account contains English sentences that useful in daily conversation. This description is line with the student's following statements.

*“On account @belajar\_bahasa\_inggris shares about English sentences that useful for daily”*  
(Student 5, 20<sup>th</sup> April, 2023)

*“On account @belajar\_bahasa\_inggris shares post about daily vocabulary and sentences with the meaning in bahasa. I like this account”*  
(Student 6, 20<sup>nd</sup> April, 2023)

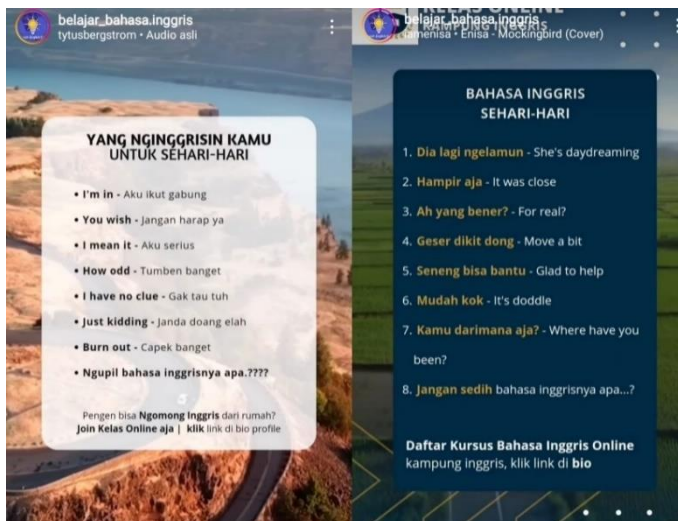


Figure 4.4 - Screenshot of @belajar\_bahasa\_inggris

In addition, the students revealed accounts @kampunginggrisjagoan. This account contains English slang and English sentences that become favorite account by some students. The statement is confirmed by the students as follows.

*“Account @kampunginggrisjagoan shares many vocabulary, there is vocabulary English slang for example savage, salty, etc. And of course with the meaning in bahasa.”* (Students 6, 20<sup>th</sup> April 2023)

“Account @kampuninggrisjagoan is my favorite sis, it shares so many kind of vocabulary. There are about English slang, daily vocabulary, and English sentences with the meaning.” (Students 7, 20<sup>th</sup> April 2023)

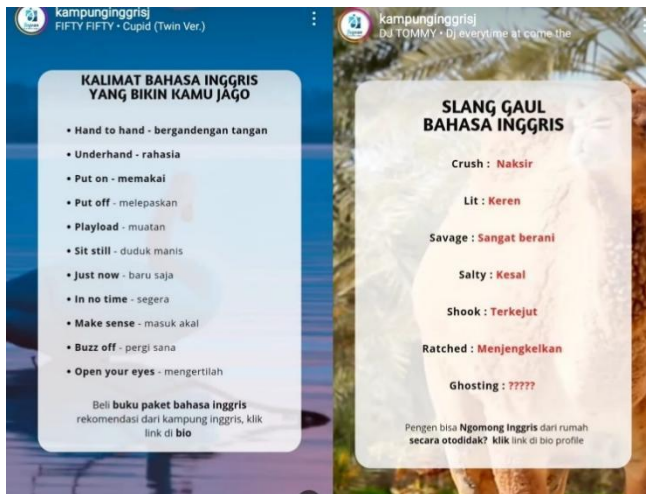


Figure 4.5 - Screenshot of @kampuninggrisjagoan

Moreover, @englishpix found by the students that this account usually upload picture that contains vocabulary about phrasal verb and daily English with the meaning. This description is stated by the students in the following statement.

*“On account @englishpix post about so many vocabulary, one of them is phrasal verb with the meaning in bahasa.” (Students 5, 20<sup>th</sup> April 2023)*

*“I found account @englishpix which shares about daily vocabulary and phrasal word. This account is very useful for develop my English” (Students 7, 20<sup>th</sup> April 2023)*

From the result above, it can be seen that instagram content that have been mentioned by the students which provide English learning contents can be used to help the students in mastering vocabulary. The students can continue learning independently anywhere and at any time even though they are outside of the classroom since those accounts give English vocabulary knowledge that they do not receive in the classroom. Additionally, those reports presented the information in an engaging manner, which increased the students' motivation to acquire English vocabulary .

**b. Instagram account as resource of study**

*Table 4.2 - Data of Instagram account*

<b>No</b>	<b>Instagram account</b>	<b>Data</b>
1	@ngocehenglishcom	1Ad, 2Ad
2	@tipspedia.id	1Ad, 4Ad
3	@studyenglish.id	2Ad, 3Ac
4	@belajar_bahasa_inggris	4Ad, 5Ad
5	@kampuninggrisjagoan	3Ac, 6Ad, 7Ae
6	@englishpix	5Ad, 7Ae

The writer found that students used Instagram and followed Instagram accounts which were used to learn vocabulary

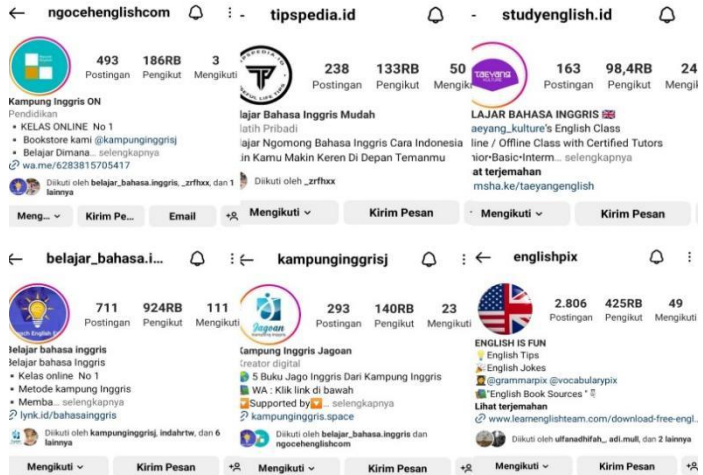
independently. All the respondents said that they have an Instagram and followed some English learning accounts. All of that content that showed in table 4.1 are from these account. As stated by some participants:

*“I have an Instagram for about three years. The English learning accounts that I followed are @ngocehenglishcom and @tipspedia.id”*(Student 1, April 18<sup>th</sup> 2023)

*“I follow two accounts for study English, there are @kampunginggrisjagoan and @studyenglish.id”* (Student 3, 19<sup>th</sup> April, 2023)

*“I follow accounts @englishpix and also @belajar\_bahasa\_inggris”* (Student 5, 20<sup>th</sup> April, 2023)





*Figure 4.6 - Screenshot of Instagram accounts of English learning content*

From the result data above, it can be conclude that all the English learning content as resource study are from these account, there are @studyenglish.id, @kampunginggrisjagoan, @englishpix, @ngocehenglishcom, @tipspedia.id, and @belajar\_bahasa\_inggris.

## **B. Students' optimization of self-directed learning through English learning content on Instagram**

*Table 4.3 - Students' strategies in optimize self-directed learning*

<b>No</b>	<b>Students' Strategies in Optimize Self-Directed Learning</b>	<b>Data</b>
1	Choosing interesting contents for learning vocabulary	2Be, 3Bf, 7Be
2	Choosing the content on Instagram that suits with students' self-directed learning goal	1Be, 5Be
3	Take a note what they get from Instagram contents	2Bd, 4Bd
4	Reading repeatedly the Instagram contents	5Bd, 6Be
5	Choosing free access materials for self-directed learning	2Bf, 4Bf, 7Bf

In this part, the researcher writes and shows the result of the second research question: how do the students optimize self-directed learning through English content on Instagram. According to the interview's results, students mentioned five different strategies in optimizing their self-directed learning, such as choosing interesting contents, choosing contents that suit with their self-directed learning goals, taking note, reading repeatedly, and have free access materials. The detail information on how students optimize their self-directed learning follows.

From the table 4.3, it showed that there are five ways mentioned by the students in optimizing their self-directed learning of vocabulary. The first way that students do in optimizing their self-directed learning is choosing interesting contents. The students said that it is fun in learning vocabulary if the content is interesting, so they don't get bored easily. This statements made by students, as listened below, support this opinion.

*“I choose content that is not boring but each Instagram post is very useful for my vocabulary improvement” (Student 2, 18<sup>th</sup> April 2023)*

*“I am looking for interesting content, the contents of the post according to what I need” (Student 3, 19<sup>th</sup> April 2023)*

*“I look for funny contents so I don’t get bored to study. Like content @kampunginggrisjagoan the is music on some post, and the template of the content is good” (Student 7, 20<sup>th</sup> April 2023)*

Therefore, the students choose contents that suit with their self-directed learning goals. They find the contents based on what they need to learn. As said by the student, they will follow Instagram accounts that contains materials according what they need. This description is based on the students’ statement as follow.

*“I choose the one that suits my goal, which is to increase my daily vocabulary, so I followed some*

*Instagram account which have content was about daily vocabulary” (Student 1, 18<sup>th</sup> April 2023)*

*“Because my goal is develop my vocabulary, so I look for contents that contain vocabulary with the meaning” (Student 5, 20<sup>th</sup> April 2023)*

Two students said that they need to take a note of the materials they get from the contents on their Instagram. The students mentioned if they write what they get from Instagram contents, it will help them to get remember the materials.

*“I usually take a note the important vocabulary that I got from the Instagram accounts. It help me to remember what vocabulary that I get” (Student 2, 18<sup>th</sup> April 2023)*

*“Sometimes I write down vocabulary that I don’t know, take a note important information that I get from @tipspedia.id and @belajar\_bahasa\_inggris” (Student 4, 19<sup>th</sup> April 2023)*

In addition, in optimizing their self-directed learning the students try to practice reading repeatedly vocabulary in the contents. They said that reading can easy to recognize or remember the words.

*“I read the contents aloud, practice how to pronounce it and do it repeatedly”* (Student 5, 20<sup>th</sup> April 2023)

*“I read repeatedly from the contents. These accounts, @kampuninggrisjagoan and @belajar\_bahasa\_inggris pass on my Instagram page, I always read it. This way can memorize what I have read”* (Student 6, 20<sup>th</sup> April 2023)

Moreover, it is need source of material that easy to access in optimizing self-directed learning. The students use Instagram as learning resource because free to access, they can open the contents for self-directed learning. They can access their vocabulary learning source anytime and anywhere.

*“Of course, Because this is my own Instagram account, so there is nothing to do with my teacher or someone else. I can open the vocabulary through Instagram anytime and anywhere” (Student 2, 18<sup>th</sup> April 2023)*

*“Yes it’s free access. Because I open this material through my personal Instagram. I think this is effective tool as vocabulary learning resource” (Student 4, 19<sup>th</sup> April 2023)*

*“Of course it’s free access. I access the materials use my phone and my personal Instagram. I can open anywhere and anytime” (Student 7, 20<sup>th</sup> April 2023)*

As it shows on the statements above, those are the explanation and result to answer the second research question that the students use variety ways in optimizing self-directed learning.

## **2. Discussion**

The researcher discussed the study's findings in this section: content of English learning used by the students at MAN 2 Magelang and students' optimization of self-directed learning through English learning contents on Instagram. The conclusions will be described in relation to the theories based on the study questions as follows:

A. Contents of English learning used by the students at  
MAN 2 Magelang

As written in the finding, mention 6 accounts in Instagram that provide contents for mastery vocabulary. According to the finding from Alfiandi that learning English through Instagram can develop students' vocabulary mastery and attract their interest to learn vocabulary more (Alfiandi, 2019). The students mentioned that they follow accounts which the content helps them to increase vocabularies like English phrases, daily vocabulary, part of speech vocabularies, vocabulary from Indonesian words, English slang that are usually used in daily life. Those contents can be found in @ngocehenglishcom, @studyenglish.id, @belajar\_bahasa-inggris, @tipspedia.id, @kampunginggrisjagoan, @englishpix.



In the process mastery vocabulary, it can be easier for the students if the content provide creative and interesting materials. Handayani mentioned that Instagram can be a fun and creative way to have them use a tool they already have to think and learn (Handayani 2018). On the accounts @belajar\_bahasa\_inggris and @ngocehenglishcom found by the students that those accounts provide content that is creative and interesting. There are back song on every reel post. @studyenglish.id also give interesting picture of the example of the words. It can help the student to study with funny way and not getting bored.

By this finding, it can be summarize that creative and interesting contents of vocabulary learning on Instagram are used by the students to mater their vocabulary to have a better performance of their language skills.

#### B. Students' optimization of self-directed learning through English learning contents on Instagram

Self-directed learning is process of learners who have ability to learn independently through their

own strategies. They can choose what to learn and how to learn. In optimizing self-directed learning, the students can choose the activity that suits their SDL goals. Based on the finding, there are five ways mentioned by the students in optimizing their self-directed learning during the interview.

First, the students choose by themselves the content they think interesting, fun, creative during their self-directed learning. This theory matches with the concept of independent learning by Elena (Maria and Nucamendi 2014), self-instruction, which means the students can achieve their learning goal by choosing the materials of what they will learn, how it will be learned, and how it will be accessed effectively. The students said that interesting contents make learning more fun, especially in learning vocabulary through Instagram content. Creative and interesting contents also make the students easily remember what they have learned. Listiani said that using interesting media can make the learners more motivated and enthusiastic in learning English (Listiani 2016), as it was proven by Astiti (Handayani, Cahyono, and Widiati 2018) that the use of Instagram in language learning can attract the

students' interest in learning. Since Instagram is filled with creative contents, funny reels for English learning, the students would be easier to recognize new words and easier to remember the materials they get from Instagram contents.

Second, the students also choose the contents that suit their Self-directed learning goal. The contents that they choose is based on they need to learn and need to applied in their learning. This is in line with one of criteria of successful language learning which is stated by Muslimin that the students can do independent learning activities that suit their interest (Muslimin 2018). If the Instagram content appears, when it is not interesting and according to their learning goal the students will pass it and keep scrolling their Instagram page. It means that the students will not really pay attention to the contents on their Instagram homepage if it is not according to their interest. So, the students can find the contents based on what they need to learn and need to applied according to their learning goal.

Third is the students take a note from what they have learned on Instagram content. The content on Instagram is always coming than it will change as

times Instagram is opened. The owner of Instagram account always update their post and share new materials. The students said that by taking a note, they can easy to understand the materials and easier to remember the vocabulary from the content. They can choose what material that should write down to the note. As stated by Murtafi'ah et.al, taking a note is important because it can help the students to remember what they have read and what they have learned (Murtafi'ah 2020). Take a note also one of behavioral actions in achieving learning goals. Based on Elenastatement that one of concept to build independent learning is self-regulation that means integrating self-development consisting of the control metacognitive, motivational, and behavioral actions in achieving learning goals (Maria and Nucamendi 2014). Based on those statements, it means that taking a note also can help the students to understand the materials easily.

Fourth, as the students get materials during their self-directed learning, they also can practice by reading what they get from Instagram contents. The students reading repeatedly to build their pronunciation and easier to recognize the new words.

As it found by Mark (Teng M. F., 2019) that reading make a better understanding accordance of what the learners read. So, by practice reading Instagram contents, the students can easily understand the materials. As if they keep reading the contents, it means that they take responsibility for their learning. It can be indicated as a successful of language learning as it mentioned by Muslimin (Muslimin 2018), the students need to taking responsibility for their learning by seeking an opportunity to do some English practices independently and trying to get language exposure from any sources, for example reading.

Fifth, the important thing is the students need a free access materials or learning source to support them in optimizing self-directed learning. The students said that learning through Instagram content is free access and easy to open anywhere and anytime. This statement is supported by Anam and Firdaus that in choosing learning resources, the availability should be noticed because it should be easy to find, easy to get, (Saeful Anam, 2020) and also easy to access because Instagram can be accessed anywhere and anytime (Handayani, cahyono, and Widiati 2018).

The contents on Instagram can be effective because it is mostly used on social media among the students and they usually spend their time to open their own Instagram account anytime and anywhere. In addition, the contents on Instagram can also found easily, provide self-access materials for their learning.

Based on the result above, it can be summarized that in the way of optimizing self-directed learning of mastery vocabulary, the students can use the contents on Instagram. They get benefit from the English learning content or materials because Instagram is simple to use, it is easy to access anywhere and anytime. Additionally, it is simple to find since when the users open Instagram, the homepage will display content from the profiles the have followed that offer English lessons.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

There are two sections to this chapter: the conclusion and the suggestion. The conclusion is explained in this section based on the findings of the data analysis. Additionally, it offers some recommendations for the students, teachers, and other researcher.

#### **1. Conclusion**

The result of the study is based on data analysis and discussion which is written in previous research which show that grade IX at MAN 2 Magelang used English learning content of Instagram for their self-directed learning and also helped them in optimizing their self-directed learning itself. The students discover the contents through following Instagram's accounts that provide English learning contents for vocabulary acquisition. In addition to providing English learning contents, those accounts give students a chance to learn vocabulary through the contents they have consumed. The result also shows that the students can choose and do their own way to optimize their self-directed learning. This optimization of self-directed learning can be done by choosing interesting contents, choosing the content on Instagram

that suits with student's self-directed learning goal, take a note, reading repeatedly, and self-access the materials or learning source.

## **2. Suggestion**

Based on the conclusion above, the researcher would like to give some suggestions for the students, the teachers, and further researcher.

### **1. For the students**

After knowing the contents of English learning on Instagram accounts, the students can find and follow more another accounts to support their self-directed learning. Moreover, in optimizing self-directed learning they also can do all the activity that has written on the result.

### **2. For the teachers**

The teacher can consider the contents of English learning on Instagram that have been mentioned as the references in building self-directed learning. The teachers also can give advices and suggestions to the students about what they can do in optimizing self-directed learning.

### **3. For the further researchers**



This research only focused on the contents of English learning and their optimization in self-directed learning using Instagram content in a small scale. For further researcher who wants to do a research with similar topic, it can be conducted with more in-depth research about the contents of English learning in a large scale. And not only for mastery vocabulary but also another language skills learning.

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## APPENDIX

### Appendix 1 Interview Guide

#### INTERVIEW GUIDE

**Name** :

**Class** :

**Number** :

No	Question
1	What Instagram account do you use as a learning resource?
2	What is the learning focus of that content?
3	Do you take the initiative to study independently?
4	What is your motivate to study independently?
5	What is your goal foe self-directed learning?
6	What is your method for achieving self-directed learning goals?

7	How do you choose the content for self-directed learning?
8	Are you free to access the materials or the resource learning without depending on the teacher?
9	How do you monitor the self-directed learning?
10	How do you evaluate self-directed learning?
11	Did thing go according to your plan? If not, please explain

## Appendix 2 Additional Picture of English Learning Account

The image shows a grid of Instagram profiles related to English learning. The profiles are arranged in two rows. Each profile includes a profile picture, a name, and statistics for posts, followers, and following. Below the statistics, there is a bio and a list of actions like 'Mengikuti' (Follow) and 'Kirim Pesan' (Send Message).

Profile Name	Posts	Followers	Following
ngoceenglishcom	493	186RB	3
tipspedia.id	238	133RB	50
studyenglish.id	163	98,4RB	24
Kampung Inggris ON	711	924RB	111
lajarahasaingggris	293	140RB	23
englishpix	2.806	425RB	49

**ngoceenglishcom**  
 Pendidikan  
 • KELAS ONLINE No 1  
 • Bookstore kami @kampunginggrisj  
 • Belajar Dimana... selengkapny  
 wa.me/6283815705417

**tipspedia.id**  
 lajar Bahasa Inggris Mudah  
 latih Pribadi  
 lajar Ngomong Bahasa Inggris Cara Indonesia  
 in Kamu Makin Keren Di Depan Temanmu

**studyenglish.id**  
 LAJAR BAHASA INGGRIS  
 aeyang\_kulture's English Class  
 line / Offline Class with Certified Tutors  
 rior-Basic/Intern... selengkapny  
 at terjemahan  
 msha.ke/taeyangenglish

**Kampung Inggris ON**  
 lajar bahasa Inggris  
 lajar bahasa Inggris  
 • Kelas online No 1  
 • Metode kampung Inggris  
 • Memb... selengkapny  
 lynk.id/bahasainggris

**lajarahasaingggris**  
 Creator digital  
 5 Buku Jago Inggris Dari Kampung Inggris  
 WA : Klik link di bawah  
 Supported by... selengkapny  
 kampunginggris.space

**englishpix**  
 ENGLISH IS FUN  
 English Tips  
 English Jokes  
 @grammarpix @vocabularypix  
 English Book Sources  
 Lihat terjemahan  
 www.learnenglishiteam.com/download-free-engl...

## Appendix 3 Additional Picture of Vocabulary Contents

ngocehenglishcom  
iamenisa - Enisa - Mockingbird (Cover)

### Kalimat Singkat Tapi Mudah Buat Di Hapal

- **Aku takut** - I am scare
- **Aku kenyang** - I'm full
- **Santai saja** - Take it easy
- **Omong kosong** - Nonsense
- **Salahku** - My bad
- **Ayo** - Come on
- **Tunggu** - Hold on
- **Aku pasti bisa** bahasa Inggrisnya apa?

Mau bisa **Ngoceh English**?  
Yuk join kelas online.  
**belajar dimanapun & kapanpun**

englishpix

### PHRASAL VERBS

englishpix

- **Pay back** - to return the owed money
- **Keep up** - to continue at the same rate
- **Put off** - to postpone
- **Run away** - to escape
- **Hang up** - to end a phone call
- **Hold on** - to wait for a short time
- **Let in** - to permit to enter
- **Look for** - to try to find
- **Look into** - to investigate
- **Make up** - to lie about something
- **Mix up** - to get confused

englishpix

## Appendix 4 Picture of Interview Activity





## Appendix 2 Transcript Interview

### Interview 1

Date : 18 April 2023

Respondent : Siti Yarofah

Class : XI Mipa 1

Code	Data
1Aa	Respondent : Halo... I am very well.
1Ab	Respondent : Yes, I have
1Ac	Respondent : Apart from entertainment, I follow several Instagram accounts to learn English
1Ad	Respondent : I follow @ngocehenglishcom dan @tipspedia.id
1Ae	Respondent : I follow @ngocehenglishcom to learn vocabulary. This account is so interesting, There are photos of daily vocabulary, various kinds of simple vocabulary that I didn't know before. This account help me to increase my vocabulary.

	On the account @tipspedia.id, it shares about daily vocabulary with the pronunciation.
1Ba	Respondent : Yes of course, I doing independent learning by myself.
1Bb	Respondent :Hmm... I thought studying at school was not enough, so I did independent study outside of school hours by using Instagram to increase my vocabulary.
1Bc	Respondent : I want to develop my knowledge about vocabulary, especially daily vocabulary
1Bd	Respondent : I usually say words from Instagram posts repeatedly with the correct pronunciations. Repeat the word is one way to quickly memorize
1Be	Respondent : I choose the one that suits my goal, which is to increase my daily vocabulary, so I followed some Instagram account which have content was about daily vocabulary
1Bf	Respondent : Of course, Because this is my own Instagram account, so there is nothing to do with my teacher or someone else. I can open the vocabulary through Instagram anytime and anywhere.
1Bg	Respondent : I make weekly target, for example this week I must memorize some vocabulary about type



	of profession, so next week I must memorize another topic. If my weekly target was done, so I give a sign with ceklist.
1Bh	Respondent : I usually check my weekly target. If there is topic that I don't understand, I will open Instagram content related to the topic.
1Bi	Respondent : So far it's according to my plan. I can read Instagram content anytime and anywhere outside of school.
1Bj	Respondent : Yes with pleasure. Ya.. I hope so.

## Interview 2

Date : 18 April 2023

Respondent : Arina Alfi Khaqia

Class : XI Mipa 2

Code	Data
2Aa	Respondent : Hi.. Alhamdulillah all is well
2Ab	Respondent : Ok, go ahead
2Ac	Respondent : Yes, I have. I follow some instagram

	accounts to learn English language
2Ad	Respondent : I follow account @ngocehenglishcom and @studyenglish.id
2Ae	Respondent : I followed them since covid, I don't know what mounth
2Af	<p>Respondent : I learn many kind part of speech on account @studyenglish.id, this account share about verb, adjective, pronoun, and another part of speech with the meaning in bahasa.</p> <p>The English learning account namely @ngocehenglishcom, is a funny learning source. Besides containing daily vocabulary and the meanings, there is back song or music in their Instagram post which make me feel enjoy reaing and learning the vocabulary contents</p>
2Ba	Respondent : Yeah.. of course. I learn by myself outside the school hours to deepen the materials and one of them is learning vocabulary
2Bb	Respondent : I inspired by words "the more you learn, the more you know". So I believe that studying at school alone is not enough, so I study independently to increase my knowledge
2Bc	Respondent : As I mentioned before, that I doing

	self-directed learning to increase my knowledge especially in English, I want to master a lot of vocabulary in a fun way of learning
2Bd	Respondent : I usually take a note the important vocabulary that I got from the Instagram accounts. It help me to remember what vocabulary that I get
2Be	Respondent : I choose content that is not boring but each Intagram post is very useful for my vocabulary improvement
2Bf	Respondent : Of course it's free access. I can open anytime and anywhere because this use my personal IG account
2Bg	Respondent : I control my own learning process. I usually check once a week on my note
2Bh	Respondent : From the result of the weekly check, then I will know the materials or vocabulary that I don't understand
2Bi	Respondent : So far, it's according to my plan. In my free time I scroll Instagram and the content from accounts @studyenglish.id and @ngocehenglishcom always shows up, so I read and understand the vocabulary contents and occasionally I take notes
2Bj	Respondent : Ok sis, with pleasure

### Interview 3

Date : 19 April 2023

Respondent : NurInsaniAulia

Class : XI Mipa 1

<b>Code</b>	<b>Data</b>
3Aa	Respondent :Walaikumsalam.. Yes sis, take your time
3Ab	Respondent : yes, I have. I have IG since the last Junior high school, it for entertain, study, and just funny
3Ac	Respondent : I follow 2 account for study English, there are @kampuninggrisjagoan and @studyenglish.id
3Ad	Respondent : On the account @studyenglish.id, it posts kind of part of speech, there is explanation and example of the words. And account @kampuninggrisjagoan share about example of English slank with the meaning in bahasa

3Ae	Respondent : Yeah it is true
3Ba	Respondent : Yes I do. I studied of my own volition
3Bb	Respondent : English lessons at school are lacking foe me, so I have to study independently outside of my school hours
3Bc	Respondent : I want to know more about vocabulary, the pronunciations and the meanings
3Bd	Respondent : apart of taking notes, I practice in front of mirror how to pronounce each word, so that I am confident in pronouncing English vocabulary
3Be	Respondent : Yeah that right, hehe
3Bf	Respondent : I am looking for interesting content, the contents of the post according to what I need
3Bg	Respondent : Of course. Because I go through my personal Instagram to access it, so I'm free to open all the English content
3Bh	Respondent : Sometimes I make a schedule to read the Instagram content
3Bi	Respondent : Not really hehe.. But I always scroll my IG account, so their post always show up on my Instagram page, at that time I read the English vocabulary
3Bj	Respondent : By looking at my abilities. I know

	what I have learned, and what parts I don't understand
3Bk	Respondent : Yes, it did. My vocabulary is getting bigger
3Bl	Respondent : Ya sis, you're welcome

#### **Interview 4**

Date : 19 April 2023

Respondent : DwiCandra Lestari

Class : XI Mipa 1

<b>Code</b>	<b>Data</b>
4Aa	Respondent : Hi sis, of course
4Ab	Respondent : Yes, I do
4Ac	Respondent : Yes, I do. I follow some English account to learn vocabulary
4Ad	Respondent : I use IG accounts @belajar_bahasa_inggris and @tipspedia.id
4Ae	Respondent : I read a lot of new vocabulary on the English account @tipspedia.id. It contains daily

	vocabulary with the meaning so I can understand it well. This account often shares so many daily vocabularies that can develop my new word every I open my Instagram
4Ba	Respondent : Yes, I do. I learn it by myself. I use Instagram contents to develop my vocabulary
4Bb	Respondent : In English lessons I really don't understand, so I war to add my vocabulary
4Bc	Respondent : Of course to develop my vocabulary
4Bd	Respondent : Sometimes I write down vocabulary that I don't know, take a note important information that I get from @tipspedia.id and @belajar_bahasa_inggris
4Be	Respondent : I'm looking for interesting and funny contents, not only vocabulary picture post but also Instagram's reels with back song so it's not boring content
4Bf	Respondent : Yes it's free. Because I open this materials through my personal Instagram. I thinks this is effective tool as vocabulary learning resource
4Bg	Respondent : I use weekly check, I check my note every week
4Bh	Respondent : I recheck my note, if there vocabukary

	that I lack understand, I will complete it
4Bi	Respondent : Alhamdulillah It's run well
4Bj	Respondent : Don't mention it sis

### Interview 5

Date : 20 April 2023

Respondent : HidayatulKarimah

Class : XI Mipa 1

Code	Data
5Aa	Respondent : Hi sis, Alhamdulillah I'm fine
5Ab	Respondent : Ok. I'm ready
5Ac	Respondent : Yes, I have. Yeah.. I follow some account for learning English
5Ad	Respondent : I follow @englishpix and also @belajar_bahasa_inggris
5Ae	Respondent : Both of them post about vocabulary. On account @englishpix post about so many vocabulary, one of them is phrasal verb with the meaning in bahasa.



	On account @belajar_bahasa_inggris shares about English sentences that useful for daily
5Ba	Respondent : I did it by myself. No one ask me to study independently
5Bb	Respondent : My vocabulary in English is less, so I learn vocabulary in a fun way through Instagram
5Bc	Respondent : Develop my vocabulary
5Bd	Respondent : I read the contents aloud, practice how to pronounce it and do it repeatedly
5Be	Respondent : Because my goal is develop my vocabulary, so I look for contents that contain vocabulary with the meaning
5Bf	Respondent : Yes, I am free to access through my phone and my personal IG account
5Bg	Respondent : I reopen all the content that I read
5Bh	Respondent : With I review my vocabulary what I have read and reread again to fix pronounce
5Bi	Respondent : Alhamdulillah my study independently run well sis
5Bj	Respondent : With pleasure

## Interview 6

Date : 20 April 2023

Respondent : Sofiyana

Class : XI MIPA 1

<b>Code</b>	<b>Data</b>
6Aa	Respondent : Hi sis.. Alhamdulillah very good
6Ab	Respondent : Yes, you can.
6Ac	Respondent : Yeah.. I have Instagram for about 3 years. I use it for study, I follow English account
6Ad	Respondent : I use account from @kampuninggrisjagoan and also @belajar_bahasa_inggris
6Ae	Respondent : Account @kampuninggrisjagoan shares many vocabulary, there is vocabulary English slang for example savage, salty, etc. And of course with the meaning in bahasa. On account @belajar_bahasa_inggris shares post about daily vocabulary and sentences with the meaning in bahasa. I like this account
6Ba	Respondent : Almost same, both of them share about vocabulary

6Bb	Respondent : Yes, I do. I learn by myself alone
6Bc	Respondent : Improve the quality of my learning English
6Bd	Respondent : Of course to improve my English by develop a lot of vocabulary
6Be	Respondent : I read repeatedly from the contents. These account, @kampuninggrisjagoan and @belajar_bahasa_inggris past on my IG page, I always read it. This way can memorize what I have read
6Bf	Respondent : I find interesting content and the contents are useful for me
6Bg	Respondent : Of course, it's free to open. I open use my own phone
6Bh	Respondent : Like what I said on method before, I read every vocabulary post
6Bi	Respondent : I review what I have read and I reopen the content
6Bj	Respondent : Yes, it did. My study run well according to my goal
6Bk	Respondent : Don't mention it sis

## Interview 7

Date : 20 April 2023

Respondent : Kharisa Zain

Class : XI IPS 2

<b>Code</b>	<b>Data</b>
7Aa	Respondent :Walaikumsalam.. good morning sis
7Ab	Respondent : Yes sis, go ahead
7Ac	Respondent : Yes I do. I have an Instagram since 3 years ago
7Ad	Respondent : Yes, I do. I use for learning English
7Ae	Respondent : Hmm... I follow account @englishpix and @kampuninggrisjagoan
7Af	Respondent : Account @kampuninggrisjagoan is my favorite sis, it shares so many kind of vocabulary. There are about English slang, daily vocabulary, and English sentences with the meaning. I found account @englishpix which shares about daily vocabulary and phrasal word. This account is very useful for develop my English
7Ba	Respondent : Yes, I do. I study by myself, no one ask me.

7Bb	Respondent : learning English at school is not enough for me, so I have to study alone at home
7Bc	Respondent : To know more vocabulary
7Bd	Respondent : I usually practice read aloud in front of mirror and sometimes I take a note what I get from that contents
7Be	Respondent : I look for funny contents so I don't get bored to study. Like content @kampuninggrisjagoan the is music on some post, and the template of the content is good
7Bf	Respondent : Of course it's free. I access the materials use my phone and my personal Instagram. I can open anywhere and anytime
7Bg	Respondent : Make sure to read every content that pass on my IG page
7Bh	Respondent : I review what I have read and reopen that contents
7Bi	Respondent : Yes, it did. So far my study run well even sometime I didn't open my IG for some day
7Bj	Respondent : You're welcome sis

## **CURRICULUM VITAE**

### **A. Personal Identity**

Name : Khofifah  
Place of Birth : Magelang  
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Address : Digulan 07/02, Pandean,  
Ngablak, Magelang  
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### **B. Educational Background**

#### **1. Formal Education**

- a. Universitas Negeri Walisongo Semarang  
(2018-now)
- b. Man 2 Magelang (2015-2018)
- c. SMP N 1 Grabag (2012-2015)
- d. SD N Pandean 1 (2006-20012)
- e. TK Pertiwi Pandean 1 (2004-2006)

#### **2. Non-Formal Education**

- a. Ma'had Al-Jamiah Walisongo Semarang  
(2018-2019)

- b. Pondok Pesantren Nurul Maghfiroh Tegalrejo  
(2015-2018)
- c. Pondok Pesantren Rohmatullah II Grabag  
(2012-2015)

Semarang, 21 Juni 2023



Khofifah