

**ENGLISH LANGUAGE LEARNING ON INSTAGRAM  
JAGOBHASACOM**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining  
the Degree of Bachelor of Education in English Language  
Education



Organized by:

**NURUL MU'ZIZAH**

NIM: 1903046104

**EDUCATION AND TEACHER TRAINING FACULTY  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG**

**2023**

# THESIS STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185  
Website: <http://itk.walisongo.ac.id>

---

## THESIS STATEMENT

I am student with the following identity

Name : Nurul Mu'zizah  
Students' Number : 1903046104  
Department : Education  
Field of Study : English Education Department

Certify that the thesis is untitled

### **ENGLISH LANGUAGE LEARNING ON INSTAGRAM JAGOBHASACOM**

Is definitely my own work. I am completely responsible for the content of the thesis. Other researchers' opinions on findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 11<sup>th</sup> June 2023

The Reasercher,



**Nurul Mu'zizah**

NIM.1903046104

# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185  
Telp. 024-7601295, Fax. 024-7615387

## RATIFICATION

Thesis with the following identity:

Name : Nurul Mu'zizah  
Student Number : 1903046104  
Department : Pendidikan Bahasa Inggris  
Title : **English Language Learning on Instagram Jagobahasacom**

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelors' Degree in English Education Department.

Semarang, 04 July 2023

### THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd  
NIP. 197710252007011010

Secretary,

Dra. Ma'rifatul Fadhilah, M.Ed  
NIP. 196208031989032003

Examiner I

Sayyidatul Fadlilah, M.Pd  
NIP. 198109082007102003



Examiner II

Dra. Nuna Mustikawati Dewi, M.Pd  
NIP. 197811032007012016

Advisor

Daviq Rizal, M.Pd  
NIP. 197710252007011015

## ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185  
Website: <http://fitk.walisongo.ac.id>

---

### ADVISOR NOTE

To:  
The Dean of Education and Teacher Training Faculty  
**Walisongo State Islamic University Semarang**

*Assalamualaikum Wr.Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name : Nurul Mu'zizah  
Student Number : 1903046104  
Department : English Education Department  
Title : English Language Learning on Instagram Jagobahasacom

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

*Wassalamualaikum Wr.Wb*

Semarang, 7<sup>th</sup> June 2023

Advisor,

**Daviq Rizal, M.Pd**

NIP. 197710252007011015

## ABSTRACT

Title : **ENGLISH LANGUAGE LEARNING ON  
INSTAGRAM JAGOBahasacom**  
Writer : Nurul Mu'zizah  
NIM : 1903046104

This study aims to understand the way learners use Instagram of Jagobahasacom in English language learning, to find out the kind of English skills learners gain from learning the English language on Instagram of Jagobahasacom, and to find the effectiveness of learning the English language on Instagram of Jagobahasacom. The method used in this research is the quantitative methodology using correlation research design. The sample of this research was the followers of Instagram @jagobahasacom with a total of 100 followers. Furthermore, the sampling technique in this study used the Simple Random Sampling technique. The instrument of this research was a questionnaire with a total of 22 statements. The questionnaire distributed to the respondents through Instagram Direct Message (DM). The findings of every data analysis test calculation performed (hypothesis test and Pearson correlation coefficient test) by the researcher indicate that every test produced a positive outcome. This indicates that the Instagram account @jagobahasacom is effective and appropriate for English language learning.

Keyword: *English Language Learning, Instagram*

## **DEDICATION**

In the name of Allah Azza Wa Jalla, the Lord of this world, the beneficent and merciful. Finally, this thesis is dedicated to:

- Our beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.
- All English lecturers who have educated and taught the writer
- My beloved parents who always spend their time to support and pray for me.
- All my friends who always supported me in accomplishing this thesis.

## MOTTO

*“Never be ashamed of trying, effortlessness is a myth. The scary news is you’re on your own now, but the cool news is you’re on your own now. Hard things will happen to us, we will recover, we will learn from it, we will grow more resilient because of it.”*

(Taylor Alison Swift)

*“Be serious in seeking knowledge, stay away from laziness and boredom because otherwise, you will be in danger of going astray.”*

(Abu Hamid Al Ghazali)

*“Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.”*

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First of all, prayer and thanks delivered to Allah SWT who has been giving mercies, blessings, kindness, health, chances, and inspirations for me to accomplish this final project. Secondly, may *shalawat* and also *salam* always be with our best Prophet Muhammad SAW who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be finished completely. Therefore, I would like to convey my appreciation to all of them, especially to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum., the Dean of Education and Teacher Training Faculty (FITK) of Universitas Islam Negeri (UIN) Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd., the Head of English Language Education Department of Universitas Islam Negeri (UIN) Walisongo Semarang.
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finish this study. There is no single word that I can say except “Thank you for everything you have given me.”

7. My beloved sisters Mu'alifah and Haryanti who always support and pray for me.
8. My the one and only best friend since Senior High School, Nadia Rif'atul Karima who always accompany and support me in completing this thesis.
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12. Last but not least, people who cannot be mentioned one by one who have come and gone in my life intentionally or unintentionally have always been a part of this research.

Finally, the writer realizes that this final project is far from perfect, so it requires suggestions from readers and subsequent writers to improve it. The author hopes that this thesis can be useful and May Allah always provide the best way for us. Aamiin

Semarang, 11 June 2023

The Researcher,



**Nurul Mu'zizah**

NIM. 1903046104

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents background of the study, reason for choosing the topic, research questions, research objectives, significance of the research, and the last is limitation of the research.

### **A. Background of the Research**

Along with the advancement of technology, many people nowadays are utilizing social media for English language learning, and Instagram is one of them. Instagram, being a widely used social media platform, has numerous advantages. Aside from being a tool for digitally interacting with others, Instagram also provides benefits for foreign English study, such as developing critical thinking and increasing motivation.<sup>1</sup> Hence, due to the large number of teenagers who are starting to use Instagram as a learning medium, the researcher is interested in researching the Jagobahasacom Instagram account which might be able to increase learning knowledge in English such as improving vocabulary, speaking skills, reading skills, and so on.

Instagram is a well-liked social networking site among young people because of its intriguing features. Instagram is a

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<sup>1</sup> Ali Erarslan Ph D, 'Instagram as an Education Platform for EFL Learners', *TOJET: The Turkish Online Journal of Educational Technology*, 18.3 (2019), 54–69 <<https://files.eric.ed.gov/fulltext/EJ1223776.pdf>>.



valuable tool for learning languages. With this essential feature of Instagram, learners think that social media sites may be used primarily for educational purposes. There are several negatives to using this platform, a lack of privacy, restrictions on personal use, a lack of structure in learning opportunities, and the availability of grammar and spelling mistakes in communications posted publicly on the Internet are just a few of the issues.<sup>2</sup> Instagram was adopted because of its excellent qualities serving as an excellent resource for learning a foreign language, particularly English. It demonstrates how Instagram fosters a sense of community and facilitates productive conversation among learners.<sup>3</sup>

The implementation of Instagram into the academic communication course's task-based language activities was well received by the students. In reality, Instagram served as a platform for learning that gave users the chance to participate meaningfully, which helped them become more fluent in English and communicate more effectively. Instagram significantly influenced learners' motivation since it sparked their interest in learning the

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<sup>2</sup> Daviq Rizal and Resti Farikhah Z, 'Instagram as a Medium for Teaching and Learning English: A Qualitative Systematic Review', *ELLITE: Journal of English Language, Literature, and Teaching*, 6.2 (2021), 112–19  
<<https://doi.org/10.32528/ellite.v6i2.6275>>.

<sup>3</sup> Renata Kenanga Rinda, Adriadi Novawan, and Alfi Hidayatu Miqawati, 'Students ' Perspectives on Social Media-Based Learning of Writing through Instagram', *Journal of English in Academic and Professional Communication JEAPCo*, 5.1 (2018), 23–33.

English language through interactions with their peers. To improve their students' English language learning, teachers and lecturers are strongly encouraged to use Instagram to enhance the enjoyable activities and effectiveness of learning.<sup>4</sup>

Sari & Wahyudin further described that teachers and students can share images and videos on Instagram. Since it might foster an environment that is conducive to learning, it is thought to be advantageous as a successful educational experience for language classrooms.<sup>5</sup> Finally, it should be emphasized that when students and teachers use Instagram appropriately for educational reasons, it may be a beneficial and innovative tool for foreign language study.<sup>6</sup>

Most English Language Learners (ELLs) reported actively using Instagram for English language learning even though the platform itself was not intended for educational purposes. Additionally, most ELLs described various strategies for using a

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<sup>4</sup> Nafiseh Zarei and Rajeev Rudravarapu, 'Using Instagram in English Language Learning', *Research Journal of English Language and Literature (RJELAL)*, 7.2 (2019), 2–7  
<<https://doi.org/https://doi.org/10.33329/rjelal.7219.328>>.

<sup>5</sup> Fatimah Mulya Sari and Achmad Yudi Wahyudin, 'Undergraduate Students' Perceptions toward Blended Learning through Instagram in English for Business Class', *International Journal of Language Education*, 3.1 (2019), 64–73 <<https://doi.org/10.26858/ijole.v1i1.7064>>.

<sup>6</sup> Mohammed A. AlGhamdi, 'Arabic Learners' Preferences for Instagram English Lessons', *English Language Teaching*, 11.8 (2018), 103  
<<https://doi.org/10.5539/elt.v11n8p103>>.

mobile language learning app like Instagram. For instance, over half of English language learners mentioned that they made an effort to communicate on Instagram entirely in English by posting comments, responding, and sending direct messages. Additional pattern in ELLs' Instagram use was to follow and use specific Instagram pages dedicated to English language improvements, such as BBC learning English, daily English learning, English online coach, learn English myself, and Jagobahasacom.<sup>7</sup>

Previous studies confirmed that Instagram has numerous benefits, one of which is that it is mobile and accessible through smartphones, making it excellent for ongoing language exposure. Additionally, it contextualizes visual information and components that support language acquisition in classroom settings and encourages social connections among a community of learners who interact with one another outside of the context of the classroom.<sup>8</sup> Learners are encouraged by the engaging Instagram

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<sup>7</sup> Talip Gonulal, 'The Use of Instagram as a Mobile-Assisted Language Learning Tool', *Contemporary Educational Technology*, 10.3 (2019), 309–23 <<https://doi.org/10.30935/cet.590108>>.

<sup>8</sup> Ayuni Akhilar, Al Amin Mydin, and Shaidatul Akma Adi Kasuma, 'Students' Perceptions and Attitudes towards the Use of Instagram in English Language Writing', *Malaysian Journal of Learning and Instruction*, Specialissue, 2017, 47–72 <<https://doi.org/10.32890/mjli.2017.7796>>.

design and quick mobile Internet connectivity, and they may use Instagram to learn English anytime and anywhere.<sup>9</sup>

Additionally, Damayanti & Santoso carried out a study examining how students perceived the use of Instagram as a teaching tool on the social media platform stated that Instagram can be used for discussion, material sharing, announcements, quizzes, and announcements for teaching and learning objectives.<sup>10</sup> In addition, previous study Pujiati et al. used a case study approach to conduct research on how Instagram may be utilized to improve learners' motivation and English proficiency. They concluded that using Instagram's features for English learning helped students become more motivated and eventually enhance their English proficiency and abilities.<sup>11</sup>

The learners are influenced to use Instagram's features for a more beneficial purpose in learning English by the students' perceptions of Instagram as a tool for senior high school students

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<sup>9</sup> Liliia Khalitova and Gulnara Gimaletdinova, 'Mobile Technologies in Teaching English As a Foreign Language in Higher Education: A Case Study of Using Mobile Application Instagram', *ICERI2016 Proceedings*, 1.November (2016), 6155–61 <<https://doi.org/10.21125/iceri.2016.0395>>.

<sup>10</sup> Eilien Ivana Laksono, Ellyana Damayanti, and Iman Santoso, 'Students' Perception Towards the Application of Social Media Instagram As an Instructional Media', *Project: Professional Journal of English Education*, 2.4 (2019), 421–28.

<sup>11</sup> Hanip Pujiati and Ellis Tamela, 'The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English', 335.ICESHUM (2019), 651–56 <<https://doi.org/https://doi.org/10.2991/icesshum-19.2019.103>>.

to learn English. Since Instagram has a ton of features to use, particularly when studying online, connecting with teachers and students is made easier and more beneficial. Instagram can also encourage students to pick up English from their classmates and advance their language abilities. Instagram is a useful instrument for learning English language and for joining teachers and learners because it allows users to see the perspectives of the students through the data results.<sup>12</sup>

Another studies on the use of Instagram in learning English presented that Instagram facilitated better conversations between students and helped learners communicate in English more effectively. They added to the fact that online discussions allowed them to share their knowledge. Instagram allowed them to review grammar rules before posting any comments so that they could create proper sentences.<sup>13</sup> To the best of our information, no prior studies have specifically mentioned the skills that students acquire from the Jagobahasacom Instagram Account.

According to the studies mentioned above, Instagram is not only used for social needs but also gives users a place to utilize its advantages for learning foreign languages. This study aimed to find out the use of Jagobahasacom Instagram account which might

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<sup>12</sup> Heyma Aqira, 'EFL Students' Perceptions in Using Instagram in English Language Learning', *Research on English Language Teaching in Indonesia*, 09.03 (2021), 178–83.

<sup>13</sup> Zarei and Rudravarapu.

be able to increase knowledge in English learning such as improving vocabulary, speaking skills, reading skills, and so on. Moreover, Jagobahasacom is an online English course that provides interesting content for learning English on its Instagram account.

## **B. Reason for Choosing the Topic**

The following are several of the reasons that brought the researcher to the topic of English language learning on Instagram:

1. People nowadays are using social media Instagram to share their daily life.
2. Most people don't know that Instagram, especially the Instagram account Jagobahasacom has benefits for learning English.
3. The last, the researcher would like to know the effectiveness of learning the English language on Instagram Jagobahasacom.

## **C. Research Questions**

In light of the study's background, the researcher organized the issue as follows:

1. How do the learners use Instagram of Jagobahasacom in learning English language?
2. What English skills do learners gain from learning English language on Instagram of Jagobahasacom?

3. How effective is learning English language on Instagram of Jagobahasacom?

#### **D. Research Objectives**

There are three research objectives that are based on the research questions:

1. To understand the way learners, use Instagram of Jagobahasacom in learning English language
2. To find out the kind of English skills learners gain from learning English language on Instagram of Jagobahasacom
3. To find the effectiveness of learning English language on Instagram of Jagobahasacom

#### **E. Limitation of the Research**

This study focuses on the effectiveness of learning the English language on Instagram Jagobahasacom and how the way English learners learn the English language on Instagram Jagobahasacom.

The study also discusses the kind of English skills learner's gains from learning the English language on Instagram Jagobahasacom.

## **F. Significance of the Research**

This research is expected to benefit as follows:

1. For students

This research is expected to be more interesting and more active in improving English language skills through Instagram social media.

2. For English teachers and lecturers

This research is expected to utilize and increase the efficiency of learning the use of Instagram social media in improving students' skills in learning the English language.

3. For English language learners

This research is expected to more interested in learning the English language using Instagram media social because there is a lot of interesting content that can make learning the English language easier



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents theoretical reviews related to the research, previous research, and hypothesis.

#### A. Theoretical Review

##### 1. English language learning

One of the key factors that have an impact on communication is language. For communication and proficiency, learners use speaking, listening, reading, and writing as well as other English language abilities.<sup>14</sup> The field of education greatly benefits from the use of English. Students will gain the ability to reason critically, creatively, and actively by studying English. If learners are considered to understand English courses, then learning English is regarded to be effective if it follows the objectives of teaching English. A lecturer's job is crucial when studying English.<sup>15</sup>

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<sup>14</sup> Reza Ahmadi Mohammad, 'The Use of Technogy in English Language Learning: A Literature Review', *International Journal of Research in English Education (IJREE)*, 3.2 (2018), 115–25 <<http://ijreeonline.com/>>.

<sup>15</sup> I Nyoman Kanca, Gede Ginaya, and Ni Nyoman Sri Astuti, 'The Effectiveness of the Problem Solving Method on Learning Outcomes of the English Course for Room Division Operation during the COVID-19 Pandemic', *International Journal of Linguistics, Literature and Culture*, 7.1 (2020), 12–22 <<https://doi.org/10.21744/ijllc.v7n1.1102>>.

This study employed George Siemens' connectivism theory, which believes that learning is the process of connecting, growing, and navigating networks of people and technology in which knowledge and cognition are disseminated. Learning is viewed by connectivism as the building and development of networks. Technology and socializing are important topics from this conceptual approach. It varies from other viewpoints in that it recognizes that learning occurs inside networks of individuals and technologies, which may be knowledge-rich environments.<sup>16</sup>

There is a connectivism theory in learning. A learning theory known as connectivism views knowledge as being built over the creation of networks and connections. According to this definition, learning is the capacity to create networks of knowledge. The world is filled with knowledge, which develops from relationships and communications with both non-human and human machines. According to connectivism, learning involves the strengthening and enlarging of networks.<sup>17</sup>

Technology advancements have a significant impact on education, particularly in the area of learning English as a foreign

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<sup>16</sup> George Siemens and Peter Tittenberger, *Handbook of Emerging Technologies for Learning* (University of Manitoba, Learning Technologies Centre, 2009).p.11

<sup>17</sup> Ronaldo Corrêa Gomes Junior, 'Instanarratives: Stories of Foreign Language Learning on Instagram', *System*, 94 (2020) <<https://doi.org/10.1016/j.system.2020.102330>>.

language. Moreover, the use of ICT (information and communication technology) in English language instruction can aid students in developing their language abilities. In order for students to take use of these potentials for cooperation and engagement in the learning of the English language, ICT use must be combined with scaffolder learning.<sup>18</sup>

Moreover, new markets are emerging for language teaching and learning as a result of the emergence of technology, increasing learner needs, a strong trend toward individualized learning and independent practices, and the availability of digital resources. English has gotten increasing attention as an international language in the introduction of various websites, platforms, and pages for learners.<sup>19</sup>

In Indonesia, English is taught by discussing its grammatical conventions, and mistakes are always addressed. Accuracy is the main concern for English language learners in Indonesia, as English is not widely spoken. The situation is different for those who acquire the language in nations where it is widely spoken, like

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<sup>18</sup> Tubagus Zam Zam Al Arif, 'The Use of Social Media for English Language Learning: An Exploratory Study of Efl University Students', *Metathesis: Journal of English Language, Literature, and Teaching*, 3.2 (2019), 224–33 <<https://doi.org/10.31002/metathesis.v3i2.1921>>.

<sup>19</sup> Farzaneh Rezaie Rajani and Azizeh Chalak, 'A SWOT Analysis of Instagram English Teaching Pages', *Journal of Foreign Language Teaching and Translation Studies*, 6.3 (2021), 25–44 <<https://doi.org/10.22034/EFL.2021.297627.1111>>.

Malaysia or the United States. People in those nations place a strong emphasis on having the capacity and fluency to communicate in daily life; they learn English because they are exposed to it in the social environment.<sup>20</sup>

According to Anne Burns & Jack C. Richards, four abilities are considered to be the "core" of what language acquisition is all about by a lot of learners and educators. Understanding of what it means to learn to listen, speak, read, and write another language in this example, English has recently experienced important growth in light of new viewpoints on these abilities.<sup>21</sup>

a. Learning Listening

The skill of listening is surprisingly complex. Even though learning to listen in a second language (L2) might be quite difficult, it looks very straightforward while studying in one's first language (L1). Except in circumstances where their hearing is compromised, most people rarely think about their capacity for listening. While most people pick up hearing in their first language (L1) without paying much attention, learning listening in a second language (L2) requires paying

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<sup>20</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language, Graha Ilmu*, 2nd Editio (Yogyakarta: Graha Ilmu, 2020), xxxiii  
<<https://doi.org/10.47408/jldhe.v0i1.14>>.

<sup>21</sup> Anne Burns and Jack C. Richards, *The Cambridge Guide to Learning English as a Second Language, The Cambridge Guide to Learning English as a Second Language*, 1st edition (United Kingdom: Cambridge University Press, 2018)  
<<https://doi.org/10.1017/9781009024761>>.

close attention to the many steps and aspects that result in successful auditory understanding.

The complementary relationship between top-down and bottom-up processing, both of which contribute to listening proficiency in various ways, is among the most significant of these components. The metacognitive, cognitive, emotional, and interactional processes that support aural understanding are also influenced by listening techniques.

b. Learning Speaking

Speaking is a mentally challenging activity, and L2 learners are under pressure to think and talk simultaneously. They frequently have limited cognitive room to formulate their utterances in grammatically proper ways and instead concentrate more on communicating the meaning of what they want to express using whatever linguistic resources are instantly available. To put it another way, they lack the luxury of time and processing power to carefully consider and assess what they say.

c. Learning Reading

Both first language (L1) users and second language (L2) learners should be proficient readers, especially in the internet age where texts are freely available in both print and digital formats. As a result, L2 English learners have the

option of learning to read in a variety of ways and through various methods. Reading is a difficult task. When disagreements over the definition of reading are raised in the discussion the difficulty increases.

On what reading should involve, there are at least two disagreement perspectives. Others disagree, while some claim that reading aloud is acceptable for L2 reading. How the various language development phases of L2 learners are seen may be the source of the variation. The majority of L2 learners find that reading aloud is essential to learning L2 reading because it aids in the development of the oral reading fluency needed to achieve text-reading fluency.

d. Learning Writing

The creation of text-linguistic products is only one aspect of writing. Nowadays, writing is seen as a situated social activity, especially when it is done for academic and professional goals. The context in which we write institutional and cultural norms in the larger context, the tools we employ and a variety of other factors all affect what and how we write.

Writing is also thought of as dialogic because, when composing, the writer engages in dialogue with the text and with readers, members of the discipline or professional community to which they belong or aspire to belong, and the voices of other authors who have written on the subject. When

we write, we not only convey meaning but also our identity. Whether intentional or not, the decisions we make about the language and sentence structures we use, the material we include, and the association of the text reflect our viewpoint. These more general aspects of writing frequently seem to present the biggest difficulties for L2 authors.

## **2. General use of social media**

Social media generally can cause a variety of reactions in English language learners.<sup>22</sup> Nowadays, Social media can be utilized as a platform for mobile learning by learners in any subject. As a result, numerous research on the effects of social media use, including Instagram, Twitter, Facebook, and others, on language learning have been conducted. Through the usage of Facebook, EFL students were able to advance their subject and language learning abilities.

Additionally, by utilizing media social as an instrument for learning, students may connect with one another and develop close relationships with both their teachers and one another.<sup>23</sup> Due to

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<sup>22</sup> Hind Abdulaziz Al Fadda, 'Determining How Social Media Affects Learning English: An Investigation of Mobile Applications Instagram and Snap Chat in TESOL Classroom', *SSRN Electronic Journal*, 11.March (2020), 3–11 <<https://doi.org/10.2139/ssrn.3581296>>.

<sup>23</sup> Zarei and Rudravarapu.

their openness, interaction, and sociability, the use of social media platforms for teaching and learning is widely acknowledged.

Furthermore, in accordance with the Uses and Gratifications theory proposed by Elihu Katz, Jay G. Blumberg, and Michael Gurevitch Griffin, believes that media users actively participate in the selection and consumption of media. Users of media are goal-oriented and have an active role in the communication process that takes place.<sup>24</sup>

The rapid development of social media and internet-based technology has altered young people's behavior patterns. The usage of social media and mobile devices has both benefits and drawbacks, with the majority of the former being connected to accessing educational resources and films, transferring educational records, etc. Overall, students believe that using mobile devices and social media is the most convenient way to learn about current issues. Social networking sites and social media offer a platform for interaction, communication, and sharing emotional intelligence as well as for finding others with different viewpoints.<sup>25</sup>

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<sup>24</sup> Jill Griffin, Dwi Kartini Yahya, and Yati Sumiharti, *Customer Loyalty*, 1st edn (Jakarta: Erlangga, 2003) <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=475895>> [accessed 20 May 2023].

<sup>25</sup> Jamal Abdul Nasir Ansari and Nawab Ali Khan, 'Exploring the Role of Social Media in Collaborative Learning the New Domain of Learning', *Smart Learning Environments*, 7.1 (2020), 1–16 <<https://doi.org/10.1186/S40561-020-00118-7/TABLES/5>>.



Learners have a possibility to build abilities through social media that are typically thought of as being fundamental to language development. In fact, computer-mediated communication study typically looks into a learning component that falls under at least one of the following language skills: speaking, listening, writing, or reading. The extent to which social media offers learning chances that go beyond the four conventional language skills is still not fully understood, for this reason.

Language learning is viewed as a contextual activity, which supports the idea that social media is about joining a community. Social media language learning is fundamentally cooperative since it requires users to interact with each other in communication for a common purpose. (e.g., commenting on a shared video, providing personal news updates to peers, and reviewing local restaurants).<sup>26</sup>

### **3. General use of Instagram**

A social network called Instagram was founded in 2010. Users could only share, like, and comment on pictures at first, but as the platform gained popularity, more features were developed and added, including the ability to record and send videos, build virtual shops to sell goods, share "stories" (15-second to 1-minute videos), exchange direct messages, and establish broadcasting channels. People can set up a profile and begin following other users after

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<sup>26</sup> Burns and Richards.

joining up. Depending on their privacy settings, users can follow and be followed by others on Instagram. Instagram, which has over one billion monthly active users, sees daily story sharing of more than 500 million.<sup>27</sup>

Instagram tends to be useful for language learners despite its limited features. For English language learners, Instagram has a wealth of contextualized visual content that can be useful. These resources are especially beneficial because they include visual elements that may be advantageous for visual learners. Additionally, using Instagram in the classroom can support students' development of a social network. Instagram users do not undervalue the like and comment features, which are primarily used to associate with the platform.

Instagram is a frequently used online networking platform that young learners choose to use, which is a crucial factor in the efficient use of Instagram as a language learning tool. However, the popularity of Instagram among young learners might be seen as a choice because it can lessen any potential pressure brought on by integrating new technology into learning activities.<sup>28</sup> A related study shows that Instagram has a beneficial effect in improving

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<sup>27</sup> Gomes Junior.

<sup>28</sup> Zarei and Rudravarapu.

some students' English abilities such as in listening skills and reading skills.<sup>29</sup>

Nowadays there are lots of Instagram accounts that provide exciting content that can be used to learn English. They offer a lot of interesting comments, captions, and videos in English in the hopes that readers won't get bored while watching.<sup>30</sup> One of them is the Jagobahasacom account. The account has as many as 917 thousand followers. Every day, this account uploads exciting content, both on Instagram feeds and on Instagram stories. Moreover, Jagobahasacom is an account that is suitable for people who are learning English.

## **B. Previous Research**

In accumulating this research, the researcher takes into consideration a number of significant previous studies to support this research, including:

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<sup>29</sup> Murni Mahmud and others, 'Students' Voices of the Use of Facebook and Instagram in Teaching English in the University Context', *International Journal of Language Education*, 6.2 (2022), 113–27  
<<https://doi.org/10.26858/ijole.v6i2.24757>>.

<sup>30</sup> Retno Widia Agustin and Mutiara Ayu, 'The Impact of Using Instagram for Increasing Vocabulary and Listening Skill', *Journal of English Language Teaching and Learning*, 2.1 (2021), 1–7  
<<http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/767>> [accessed 1 February 2023].

A research conducted by Ronaldo Correa Gomes Junior entitled "Instanarratives: *Stories of foreign language learning on Instagram*". This study looks at an Instagram community where people connect by exchanging narratives, recollections, and other aspects of learning a foreign language. The study aims to evaluate how an Instagram community can function as a learning network. It also looks into the opportunities that community members have seen throughout their language-learning histories (LLHs). The investigation showed that the community complies with the autonomy, diversity, openness, and interactive network principles Downes (2012) established.

Additionally, LLHs show that narrators perceive access to other language speakers through their personal learning network, as well as opportunities to practice repetition, engage with technology and cultural artifacts, draw connections between their native and foreign languages, explore multimodality, form personal relationships with language foreigners, join fandoms, and pay attention to language speakers. Learning networks reports have examined how students' linguistic preferences, identities, and emotions appear to be positively impacted by actions taken in response to affordances noticed in informal settings.<sup>31</sup>

There is a similarity between this research and my research. Both our research uses Instagram as a social media to learn

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<sup>31</sup> Gomes Junior.

English. Furthermore, there also a difference between our researches, their research used qualitative method, whereas my research uses quantitative method.

Another research conducted by Lima A Alzamil entitled “*Uncovering Gender Differences in Saudi EFL Learners' Attitudes Towards the Use of Instagram as a Language Learning Tool.*” The purpose of this study was to look into how Saudi EFL students generally felt about using Instagram for language learning. Additionally, it looked at how gender affected students' perceptions. At Qassim University, the study involved 120 males and female EFL students and used a questionnaire.

The findings showed that participants generally felt optimistic about using Instagram as a language learning media. The results also showed no significant variations in views toward using Instagram as a language learning tool between male and female EFL learners. The study's conclusions had implications for using Instagram as an additional tool for teaching and learning English.<sup>32</sup>

There are some similarities between this research and my research. First, our research uses Instagram as a social media to learn English. Second, both our research uses questionnaires to collect the data. Besides, there is also a difference between our

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<sup>32</sup> Lima A Alzamil, ‘Uncovering Gender Differences in Saudi EFL Learners’ Attitudes Towards the Use of Instagram as a Language Learning Tool’, *International Journal of Linguistics*, 12.5 (2020), 17 <<https://doi.org/10.5296/ijl.v12i5.17486>>.

research. My research focuses on English language learning on Instagram, while this research focuses on the gender differences in EFL learners through Instagram.

Further research conducted by Daviq Rizal and Resti Farikhah Z entitled “*Instagram as a Medium for Teaching and Learning English: A Qualitative Systematic Review.*” The aim of this research paper was to examine how using Instagram as a social media platform might help students increase their reading, speaking, listening, and writing skills in English. The researchers investigated 24 scientific publications on utilizing Instagram for educational purposes and teaching English in Google Scholar using a qualitative systematic review to ensure data capacity and analysis. This involved reading and rereading the texts, coding the data, and then improving and changing the codes on each pass.

According to the study, Instagram is useful for English language learners and can be utilized as a teaching tool. Teachers should take the opportunity to start utilizing Instagram in the classroom in order to take full advantage of this development. Students might write about how they spend their days for practice and give writing comments to their peers on Instagram, one of the most well-liked social networking networks.

This research found that using Instagram to instruct students in descriptive writing is advantageous. Additionally, the experimental kids who received media therapy on Instagram

outscored the control group. For English language instructors using Instagram in actual classroom settings, the results may be valuable insight.<sup>33</sup>

This research and my research are related in some way. The prospective of Instagram as a media for English language acquisition is the main topic of both of our studies. Additionally, there is a variation in the research methodology used; our study employed a different methodology. In contrast to my research, which uses a quantitative approach, this study employed a qualitative systematic review (QSR) methodology.

A study conducted by Dr. Nafiseh Zarei and Rajeev Rudravarapu entitled “*Using Instagram in English Language Learning.*” The goal of this qualitative study was to investigate how English language learners felt about using Instagram for language acquisition. 27 ESL students in their first year of college who attended a private university in Malaysia and took part in a course on academic communication made up the study's participants. To get the viewpoints of the students on using Instagram for English language acquisition, a focus group discussion was held.

The study's conclusions showed that students liked learning English on Instagram because it helped them improve their vocabulary and grammar. Through meaningful online interactions

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<sup>33</sup> Rizal and Farikhah Z.

with their classmates, Instagram also helped them improve their command of the English language and communication skills. Finally, Instagram gave the students additional motivation to study English. The consequences of this study offer English language lecturers and instructors practical and simple strategies to use Instagram as they work to improve their language teaching technique.<sup>34</sup>

The connection between this study and mine is that both of us have focused on Instagram's potential as a tool for learning English. Additionally, the methodologies employed in this research and mine were different. In contrast to my research, which employs a quantitative approach, this study used a qualitative approach to discover how English language learners experienced utilizing Instagram for language learning.

Moreover, a study conducted by Talip Gonulal entitled “*The Use of Instagram as a Mobile-Assisted Language Learning Tool.*” This research looked at how English language learners (ELLs) used Instagram, a well-known social networking site, for language learning. They also looked at their opinions of and experiences with using Instagram as a mobile-assisted language learning (MALL) tool.

Regarding the use of social media Instagram for independent and informal language acquisition, it was particularly interesting

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<sup>34</sup> Zarei and Rudravarapu.



to see if there were any distinguishing ELL profiles. A thorough online survey with three sections was used in this mixed-methods study to simultaneously collect both quantitative and qualitative data. Participants in this study were 97 ELLs who use Instagram. The quantitative data were subjected to a cluster analysis and basic descriptive statistics, and the qualitative data were subjected to a theme analysis.

The results indicated that Instagram has the ability to help ELLs improve their communication and vocabulary skills as well as their general language proficiency in particular. Additionally, as a MALL tool for informal language acquisition, Instagram was generally well received by ELLs. Furthermore, based on Instagram use patterns and orientations, two different language learner profiles (i.e., novice and experienced) were established. Generally, this study showed that MALL applications and social networking sites can be employed as efficient mobile language learning tools.<sup>35</sup>

The current research and this research are related since we both concentrated on Instagram's potential as a tool for English learning. The methods used in this study and mine were also different. Unlike my research, which takes a quantitative approach, this research used a mixed-methods technique to gather quantitative and qualitative data simultaneously.

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<sup>35</sup> Gonulal.

### C. Hypothesis

When a research problem is formulated, a hypothesis is a short-term solution, and research problems are typically expressed as statement sentences. Because the responses are only based on relevant hypotheses and not on empirical data collected through the collection of data, it is only said for a specific period of time.<sup>36</sup>

Based on the statement upstairs, the researcher was evaluating a measure of which the results of the null hypothesis and alternative hypotheses differed as follows:

H<sub>0</sub> (Hypothesis null): English language learning on Instagram Jagobahasacom is not effective.

H<sub>a</sub> (Alternative Hypothesis): English language learning on Instagram Jagobahasacom is effective.

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<sup>36</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th edn (Americas, New York: The McGraw-Hill Companies, 2012).

## **CHAPTER III**

### **METHOD OF RESEARCH**

In this chapter, the researcher presents the methodology of the research related to: 1) research design; 2) participant of the research; 3) data collection technique; 4) instruments of the research; and 5) data analysis technique (consists of analysis of the instrument, normality test, hypothesis test, and Pearson correlation coefficient test).

#### **A. Research Design**

Quantitative methodology is used in this research. The quantitative methods are frequently referred to as traditional, positivistic, scientific, and discovery methods. The quantitative technique is known as the traditional method since it has been employed in research for a long time and has thus come to be considered traditional. As a result of its foundation in positivism, this methodology is known as the positivistic approach.

This approach is scientific because it follows the basic concepts of the field of study: it is systematic, concrete, empirical, measurable, objective, and based on concrete evidence. The discovery method is another name for this approach, which allows for the discovery and development of a wide range of new fields of research and technology. Since the study data is numerical and

statistics are used for the analysis, this method is known as a quantitative method.<sup>37</sup>

Furthermore, this study also utilized a descriptive approach to describe the object or research findings and used correlation research design. Descriptive studies describe specific circumstances, social contexts, or relationships in great detail.<sup>38</sup>

## **B. Participant of the Research**

### **1. Population**

The population is the subject of generalization and includes the items or individuals that the researcher has chosen to study and from which assumptions have been made. Thus, in addition to individuals, there are also other items and natural objects in the population. Furthermore, the population of the object or subject under study involves all of its qualities and characteristics, not just the quantity that exists in it.<sup>39</sup> It is clear from the previously mentioned viewpoints that the population in this study is collected

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<sup>37</sup> Fraenkel, Wallen, and Hyun.

<sup>38</sup> Bert P. M. Creemers, Leonidas Kyriakides, and Pam Sammons, *Methodological Advances in Educational Effectiveness Research: Quantitative Methodology Series, School Effectiveness and School Improvement* (New York: Routledge Taylor & Francis, 2010), xxiii.

<sup>39</sup> Fraenkel, Wallen, and Hyun.

of Jagobahasacom's Instagram followers which totaled 1.000.000 people.

## 2. Sample

The sample in quantitative research is a representation of the size and structure of the population. The researcher can utilize a sample of the population if the population is big and the researcher is unable to examine each part of the population, for instance, because of a lack of resources (money, labor, and time). Conclusions based on the sample's findings will apply to the whole population. Because of this, samples collected from the population must be accurately represented.<sup>40</sup>

A simple random sampling technique was used to collect data in this research. The sample members are chosen at random from the population without reverence for the category within the population, which provides credibility to the statement that the data-collecting technique is simple. This method is implemented when population members are viewed as homogeneous.<sup>41</sup>

The researcher used the Slovin formula to find out the number of samples to be studied as follows:<sup>42</sup>

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<sup>40</sup> Fraenkel, Wallen, and Hyun.

<sup>41</sup> Creemers, Kyriakides, and Sammons, xxiii.

<sup>42</sup> Carolyn R Newman, Isadore.; Benz, *Qualitative-Quantitative Research Methodology : Exploring the Interactive Continuum* (United States of America: Southern Illinois University Press, 1998).

$$n = \frac{N}{1 + Ne^2}$$

Note:

n: Sampel

N: Population

e: Presicion score (10% or 0.1)

So the researcher did the calculations as follows:

$$n = \frac{1.000.000}{1 + 1.000.000 (0,1)^2}$$

$$n = \frac{1.000.000}{1 + 10.000}$$

$$n = \frac{1.000.000}{10.001}$$

$$n = 99,99$$

As a result, 99.99 or 100 research samples were collected from the entire population calculated from the total number of all Instagram followers of Jagobahasacom, which were 1.000.000 followers.

### C. Instruments of the Research

The following categories apply to the independent and dependent operational variables found in this study:

#### 1. Independent Variable (X)

The independent variable of this research is “The use of Instagram account @jagobahasacom” which has the following indicators:

**Table 3.1**

*Indicator of Variable X*

Variable	Indicators	Number of question
<b>The use of Instagram account @jagobahasacom</b>	The activity of Instagram account @jagobahasacom	1-2
	Contents uploaded on Instagram account @jagobahasacom	3-6
	The interactions of Instagram account @jagobahasacom with its followers	7-8

## 2. Dependent variable (Y)

The dependent variable of this study is “English Language Learning” which has the following indicators:

**Table 3.2**  
*Indicator of Variable Y*

Variable	Indicators	Number of question
<b>English language learning</b>	The intensity of accessing the Instagram account @jagobahasacom	9-10
	The interest in content uploaded by the Instagram account @jagobahasacom	11-12
	The influence of the Instagram account @jagobahasacom in English language learning	13-19
	The effectiveness of the Instagram account @jagobahasacom in English language learning	20-22

## D. Data Collection Technique

To collect all the data needed to conduct this research, questionnaires were distributed to respondents. In collecting data, the researcher used a questionnaire in the form of Google form. A questionnaire is a method of collecting data where respondents are given a list of written questions or statements to which they are



able to respond. Furthermore, the google form questionnaire distributed to the respondents through Instagram Direct Message (DM).

When the researcher is certain of the variable to be analyzed and what may be predicted from the respondent, a questionnaire is an effective method to collect data. The questionnaire can also be used if the respondents are separated over a wide location area and in large numbers. Questionnaires can be presented to respondent's in-person, via mail, through the Internet, or in the form of closed or open questions or statements.<sup>43</sup>

In this study, the Likert scale is employed. The Likert scale is used to evaluate a person's or a group of people's attitudes, views, and perceptions concerning problems in society.<sup>44</sup> The variables to be calculated will be referred to as variable indicators on a Likert scale. After that, instruments in the form of statements or questions were created using these rules as a starting point. Additionally, there are two scales in this study: one the use of Instagram account @jagobahasacom and the other one is analyzes English language learning. By providing five possibilities, i.e. Strongly Agree (SA), Agree (A), Neutral (N) Disagree (D), Strongly Disagree (SD). And the score given to each answer is as follows:

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<sup>43</sup> Creemers, Kyriakides, and Sammons, xxiii.

<sup>44</sup> Newman, Isadore.; Benz.

1. Strongly Agree with scores: 5
2. Agree with scores: 4
3. Neutral with scores: 3
4. Disagree with scores: 2
5. Strong Disagree with scores: 1

## **E. Data Analysis Technique**

SPSS analysis is being implemented as the data analysis technique in this study. SPSS (Statistical Package for the Social Sciences) is a Windows-based program that analyzes data and performs statistical computations for both parametric and non-parametric statistics.<sup>45</sup> The data analysis techniques applied in this study are as follows:

### **1. Analysis of the Instrument**

#### **a. Validity Test**

The valid instrument is an instrument that was correctly measured and utilized for collecting the data. When an instrument is valid, it can be used to measure the appropriate variables. A valid meter can be used to measure

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<sup>45</sup> Nancy L. Leech, Karen C. Barrett, and George A. Morgan, *SPSS for Intermediate Statistics: Use and Interpretation*, 2nd edn (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005).

length accurately since it is in fact an instrument for doing that. When used to measure weight, the meter becomes useless.<sup>46</sup>

In the validity test, the value of the corrected item-total correlation is also known as the r-value. Statistical r-table value based on the value of  $df$  (degree of freedom) in the study. The formula for  $df$  is  $n-2$ . The researcher used Sujarweni's (2015) fundamental theory of validity test results in order to assess the validity of the data. Sujarweni suggested that:

- 1) The questionnaire items become acceptable if the value of  $r\text{-value} > r\text{-table product moment}$ .
- 2) In the meantime, the questionnaire items become invalid if the  $r\text{-value} < r\text{-table product moment}$ .<sup>47</sup>

A total of 22 questions compose the validity test, with 8 questions focusing on variable X (the use of Instagram account @jagobahasacom) and 14 questions focusing on variable Y (English language learning). The validity test of this study was carried out by determining the correlation between the r-value of each respondent's response in the r-

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<sup>46</sup> Fraenkel, Wallen, and Hyun.

<sup>47</sup> V. Wiratna Sujarweni, *Metodologi Penelitian Bisnis Ekonomi* (Yogyakarta: Pustaka Baru, 2015) <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=1072785>> [accessed 13 May 2023].p.192

table. The data processing for this study was done using computer program SPSS (Statistical for Social Science) 25 version and the significance level for the r-table was set at 5%.

Note:

n: total of samples (100)

r-value: the value of corrected item total correlation

r-table (df):  $n - 2 = 100 - 2 = 98$

**Table 3.3**

***Validity Test Result (X)***

Competency Validity Test Results (X)			
Item Number	R-value	R-tabel 5% (98)	Criteria
<b>1</b>	0.476	0.196	<b>Valid</b>
<b>2</b>	0.536	0.196	<b>Valid</b>
<b>3</b>	0.627	0.196	<b>Valid</b>
<b>4</b>	0.645	0.196	<b>Valid</b>
<b>5</b>	0.695	0.196	<b>Valid</b>
<b>6</b>	0.69	0.196	<b>Valid</b>
<b>7</b>	0.611	0.196	<b>Valid</b>
<b>8</b>	0.637	0.196	<b>Valid</b>

The table of variable table (X) above indicates that all r-value > r-tables, leading to the conclusion that all statements can be used as indications of the use of Instagram account @jagobahasacom.

**Table 3.4**  
**Validity Test Result (Y)**

Competency Validity Test Results (Y)			
Item Number	R-value	R-table 5% (98)	Criteria
<b>1</b>	0.693	0.196	<b>Valid</b>
<b>2</b>	0.598	0.196	<b>Valid</b>
<b>3</b>	0.686	0.196	<b>Valid</b>
<b>4</b>	0.574	0.196	<b>Valid</b>
<b>5</b>	0.644	0.196	<b>Valid</b>
<b>6</b>	0.633	0.196	<b>Valid</b>
<b>7</b>	0.608	0.196	<b>Valid</b>
<b>8</b>	0.542	0.196	<b>Valid</b>
<b>9</b>	0.541	0.196	<b>Valid</b>
<b>10</b>	0.662	0.196	<b>Valid</b>
<b>11</b>	0.716	0.196	<b>Valid</b>
<b>12</b>	0.566	0.196	<b>Valid</b>
<b>13</b>	0.674	0.196	<b>Valid</b>
<b>14</b>	0.598	0.196	<b>Valid</b>

The table of variable (Y) above indicates that all r-value > r-table, resulting in the conclusion that all statements can be used as useful assessment instruments in English language learning media.

b. Reliability Test

A reliability test is a measurement of a questionnaire that serves as a variable indicator. On the questions that were

determined to be valid, the reliability test was performed. This test is used to evaluate a questionnaire that serves as a variable indicator. The results of a certain measurement scale's reliability are its consistency and stability. The issue of measurement outcomes and accuracy is the focus of reliability.<sup>48</sup>

In theory, the split-half method's reliability test is conducted by dividing the items into equal halves for each variable, linking the two halves using the Spearman-Brown correlation formula. Testing for reliability can be done independently for each item or in combination. In this study, reliability testing was carried out independently for each item.

After the instrument passed the validity test, the reliability test was conducted. A reliability test examines how consistently reliable an instrument is. The researcher employed the SPSS 25 program and the split-half formula (per question item). Items are said to be reliable if they have a Cronbach's Alpha value if item deleted  $\geq 0.80$ .<sup>49</sup>

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<sup>48</sup> Newman, Isadore.; Benz.

<sup>49</sup> Leech, Barrett, and Morgan.

**Table 3.5**

***Reliability Test Result (X)***

Criteria of Reliability (X)		
Item Number	Cronbach's Alpha if Item Deleted	Criteria
<b>X1</b>	0.863	<b>Reliable</b>
<b>X2</b>	0.848	<b>Reliable</b>
<b>X3</b>	0.839	<b>Reliable</b>
<b>X4</b>	0.837	<b>Reliable</b>
<b>X5</b>	0.833	<b>Reliable</b>
<b>X6</b>	0.832	<b>Reliable</b>
<b>X7</b>	0.84	<b>Reliable</b>
<b>X8</b>	0.837	<b>Reliable</b>

Based on the table of criteria of reliability variable (X) above, it is known that the value of "Cronbach's Alpha if Item Deleted" for all items (8) is  $> 0,80$ , thus it can be concluded that the items for the variable (X) are declared reliable.

**Table 3.6**  
***Reliability Test Result (Y)***

Criteria of Reliability (Y)		
Item Number	Cronbach's Alpha if Item Deleted	Criteria
<b>Y1</b>	0.901	<b>Reliable</b>
<b>Y2</b>	0.905	<b>Reliable</b>
<b>Y3</b>	0.901	<b>Reliable</b>
<b>Y4</b>	0.906	<b>Reliable</b>
<b>Y5</b>	0.903	<b>Reliable</b>
<b>Y6</b>	0.904	<b>Reliable</b>
<b>Y7</b>	0.905	<b>Reliable</b>
<b>Y8</b>	0.908	<b>Reliable</b>
<b>Y9</b>	0.908	<b>Reliable</b>
<b>Y10</b>	0.903	<b>Reliable</b>
<b>Y11</b>	0.9	<b>Reliable</b>
<b>Y12</b>	0.907	<b>Reliable</b>
<b>Y13</b>	0.903	<b>Reliable</b>
<b>Y14</b>	0.905	<b>Reliable</b>

Based on the table of criteria of reliability variable (Y) above, it is known that the value of "Cronbach's Alpha if Item Deleted" for all items (14) is  $> 0.80$ , therefore it can be established that the items for the variable (Y) are confirmed reliable.



## 2. Normality Test

The normality test is used to determine if the residual or confounding variables in the regression model are normally distributed. If the data are regularly distributed, then the population can be represented by the data. It is necessary to determine the normality of all the data that will be utilized for hypothesis testing. The normality test's objective is to determine whether or not the residual values are evenly distributed.

The residual values of an acceptable regression model should be regularly distributed. Data from the Instagram account @jagobahasacom (X) and English language instruction (Y) are used in this normality test. The Kolmogorov-Smirnov (K-S) statistical test was utilized in this research to determine the normality of the data distribution.<sup>50</sup>

If the significant value is more than 0.05 at ( $P > 0.05$ ), the data is considered to be normal. On the other hand, if the significant value at ( $P < 0.05$ ) is less than 0.05, the data is measured abnormal.

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<sup>50</sup> Leech, Barrett, and Morgan.

**Table 3.7**  
**Normality Test Result (Kolmogorov-Smirnov)**

<b>One-Sample Kolmogorov-Smirnov Test</b>		Unstandardize d Residual
N		100
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.88269640
Most Extreme Differences	Absolute	.067
	Positive	.055
	Negative	-.067
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table of normality tests above, the significance of the normality test was 0.200. There is more than 0.05 present ( $0.200 > 0.05$ ). It implies that the data is normal.

### 3. Hypothesis Test

The hypothesis test provides a temporary response to the research question. The data analyzed by using simple linear regression. Simple linear regression analysis is a statistical technique used for predicting the high and low orientations of the independent variables, which are indicating of established ratios or

intervals. The value of the dependent variable (variable Y) is based on the known independent value (variable X), and changes in the dependent variable (variable Y) are determined using linear regression analysis.

As a result of changes in the independent variables, the dependent variable will be measured using linear regression analysis. Based on the impact that existed in the previous time period, linear regression analysis can be used to calculate changes in the influence that will take place. Here is the formula for the simple linear regression model:

$$Y = a + bX$$

Note:

*Y*: The predicted value of the dependent variable

*a*: Intercept value or *Y* price if  $X = 0$  (constant price)

*b*: Regression coefficient, the number of increases or decreases in the dependent variable based on changes in the independent variables. If (+) the direction of the line is up, and if (-) then the direction of the line is down

*X*: Certain values on the independent variables<sup>51</sup>

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<sup>51</sup> Leech, Barrett, and Morgan.

In a straightforward linear regression test, there are two possible bases for decision-making, which are:

- a. Comparing the significance value with a probability value of 0.05
  - If the significance value is  $< 0.05$ , it means that variable X has an effect on variable Y. In other words, it may be inferred that  $H_a$  (the alternative hypothesis) is accepted.
  - If the significance value is  $> 0.05$ , it means that variable X has no effect on variable Y. In other words, it may be inferred that  $H_a$  (the alternative hypothesis) is not accepted.
- b. Comparing t-count values with t-table
  - If the t-value  $>$  t-table, it means that the X variable affects the Y variable. In other words, it may be inferred that  $H_a$  (the alternative hypothesis) is accepted.
  - If the t-value  $<$  t-table, it means that variable X has no effect on variable Y. In other words, it may be inferred that  $H_a$  (the alternative hypothesis) is not accepted.

The simple linear regression test in this study was carried out using SPSS 25 software and the following results were gained:

**Table 3.8**  
**Model Summary Output**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757 <sup>a</sup>	.573	.569	4.90754

a. Predictors: (Constant), The use of Instagram @jagobahasacom

Based on the summary model output table above, the correlation value (R) is 0.757. From the output, the coefficient of determination (R Square) is 0.573, which implies that the effect of the independent variable on the dependent variable is 57.3%.

**Table 3.9**  
**ANOVA Output**

<b>ANOVA<sup>a</sup></b>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3165.768	1	3165.768	131.447	.000 <sup>b</sup>
Residual	2360.232	98	24.084		
Total	5526.000	99			

a. Dependent Variable: English language learning

b. Predictors: (Constant), The use of Instagram @jagobahasacom

According to the results of the ANOVA presented on Table 3.9, the calculated F value was 131.447 with a significance level of  $0.000 < 0.05$ . This means that the regression model could be used

to predict the participation variable, or in other words, that variable X has an influence on variable Y.

**Table 3.10**  
***Coefficients Output***

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.958	3.613		3.863	.000
The use of Instagram @jagobahasacom	1.284	.112	.757	11.465	.000

a. Dependent Variable: English language learning

Based on the output coefficients table above, the constant value (a) is calculated to be 13.958 and the regression coefficient (b) is calculated to be 1.284. This results in the equation:

$$Y = a + bX$$

$$Y = 13,958 + 1,284X$$

This equation can be understood as having a constant value of 13.958, which indicates that the variable for learning the English language has this value consistently. Additionally, the regression coefficient X of 1.284 indicates that the participation value increases by 1.284 for every 1% increase in the value of the variable "the use of Instagram account @jagobahasacom". Given

that the regression coefficient is positive, it may be concluded that variable X has a beneficial impact on variable Y.

Based on the previously mentioned table, the decision-making procedure for the basic linear regression test is as follows:

- According to the significance value, the table coefficient showed a significant value of  $0.000 < 0.05$ , indicating that the use of Instagram account @jagobahasacom (X) 's variable usage impacts the variable English language learning (Y). Moreover, it can be concluding that  $H_a$  (alternative hypothesis) is accepted.
- The use of the Instagram account @jagobahasacom (X) can be assumed to have an effect on the variable English language learning (Y) based on the t-value, which indicates that the t-value is  $11.465 > t\text{-table} (1.984)$ . In other words, it can be concluding that  $H_a$  (alternative hypothesis) is accepted.

Note, to find the t table value can be seen in the following:

$$\begin{aligned} t\text{-table} &= (\alpha/2 : n - k - 1) \\ &= (0.05/2 : 100 - 1 - 1) \\ &= (0.025 : 98) \text{ (can be seen in the distribution of t-table} \\ &\text{values)} \\ &= 1.984 \end{aligned}$$

#### 4. Pearson Correlation Coefficient Test

The Pearson correlation coefficient is a metric for the linear relationship between two variables using interval- or ratio-level scales.<sup>52</sup> The purpose of a correlation test is to assess how closely two variables are related as reflected by the correlation coefficient ( $r$ ). In this research, the objective of testing the correlation coefficient is to determine whether or not there is a meaningful connection between variable X (the use of the Instagram account @jagobahasacom) and variable Y (the study of English). The guidelines stated in the following table can be used to interpret the correlation coefficient, whether it was determined to be large or little.<sup>53</sup>

**Table 3.11**

*Correlation Coefficient Level*

Interval Coefficient	Relationship Level
<b>0.00 – 0.19</b>	Very low
<b>0.20 – 0.39</b>	Low
<b>0.40 – 0.59</b>	Medium
<b>0.60 – 0.79</b>	Strong
<b>0.80 – 1.00</b>	Very Strong

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<sup>52</sup> Sarah Boslaugh, *Statistics In a Nutshell*, ed. by Mary Tresele, 2nd edn (United States of America: O’Reilly Media, 2013).P.173

<sup>53</sup> Creemers, Kyriakides, and Sammons, xxiii.



Below is the criteria guide decision-making for the Pearson Correlation Test:

- a. If the significance value is  $< 0.05$ , then it is correlated
- b. If the significance value is  $> 0.05$ , then it is not correlated

The following indicates how the researchers calculated the Pearson correlation using SPSS to facilitate this:

**Table 3.12**  
***Correlation Test Result***

<b>Correlations</b>		Theuse of Instagram account 2 @jagobahasacom	English language learning
Theuse of Instagram account 2 @jagobahasacom	Pearson Correlation	1	.757**
	Sig. (2- tailed)		.000
	N	100	100
English language learning	Pearson Correlation	.757**	1
	Sig. (2- tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it can be seen that the significance value is  $0.00 < 0.05$ , which means that variable X (the use of Instagram account @jagobahasacom) has a correlation with

variable Y (English language learning). Furthermore, based on Table 3.11 regarding guidelines for interpreting the correlation coefficient, it is found that the correlation coefficient value between variable X and variable Y has a strong correlation because it has a Pearson correlation value of 0.757.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

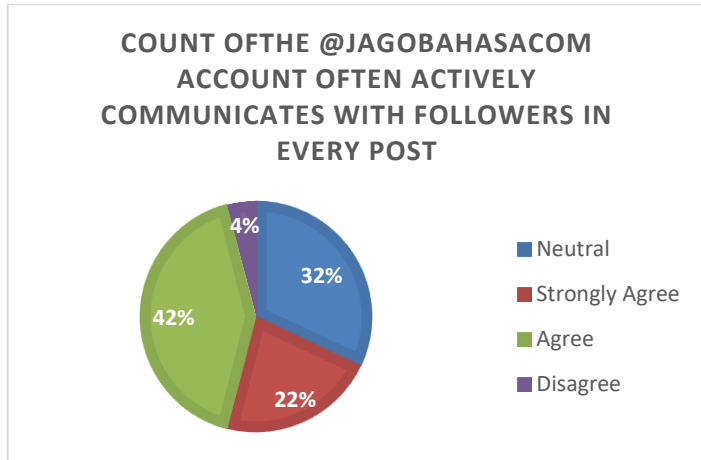
This chapter will discuss about the findings of the research (consists of the answer of research questions). Moreover, this chapter also provides the discussion of the research.

#### **A. Research Findings**

##### **1. The Use of Instagram @jagobahasacom in English Language Learning**

There are one million followers of the Instagram account @jagobahasacom. This account likes sharing lots of materials related to English learning. Additionally, this account is highly active in interacting with its followers in the comments section. This is demonstrated by the diagram on picture 4.1 below, which indicates that up to 22 respondents indicated that they strongly agreed and 42 respondents indicated that they agreed on this statement.

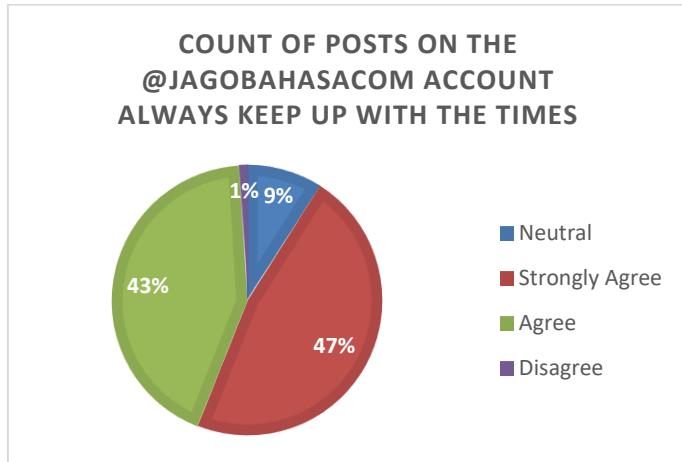
**Picture 4.1**  
**Diagram of indicator (The @jagobahasacom account often actively communicates with followers in every post)**



Besides, The @jagobahasacom account has a large follower since it consistently publishes updated content. As a result, followers of the Instagram account @jagobahasacom are enjoying the materials in studying English. This is demonstrated in Diagram 4.2 below, which shows that out of 100 samples, 47 respondents strongly agreed and 43 respondents agreed that posts on the @jagobahasacom account always keep up with the times.

**Picture 4.2**

**Diagram of Indicator (Posts on the @jagobahasacom account always keep up with the times)**



A learning theory known as connectivism defines connections and networks as the building elements of knowledge. According to this definition, learning is the capacity to create knowledge networks. The world is filled with knowledge, which develops from connections and interactions with human and non-human technologies.<sup>54</sup>

Furthermore, in accordance with the Uses and Gratifications theory proposed by Elihu Katz, Jay G. Blumberg, and Michael Gurevitch Griffin (2003), believes that the choice and consumption of media are actively undertaken by the media

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<sup>54</sup> Siemens and Tittenberger.

audience. Users of media are goal-oriented and have an active role in the communication process that takes place.<sup>55</sup> In light of these statements, it can be concluded that each person's experience with learning English through the @jagobahasacom Instagram account varies. They will be able to use the @jagobahasacom Instagram account as a resource for studying English (by viewing the contents available on that account) if they know how to use the social media effectively.

Apart from viewing the contents on the Instagram account @jagobahasacom, based on the indicator "the interactions of the Instagram account @jagobahasacom with its followers" (or on the questionnaire number 8) students can also learn by interacting with each other and asking or discussing questions about things they don't understand in the comments column.

## **2. Learners' Gain from Instagram @jagobahasacom**

In this study, there are several English skills that learners gain from the Instagram account @jagobahasacom. According to the questionnaire number 9 – 15 and shown in the diagram in the appendix 3 which explains the 100 respondents in this study, the English skills acquired include:

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<sup>55</sup> Griffin, Dwi Kartini Yahya, and Yati Sumiharti.

a. Speaking skills

The @jagobahasacom account might be used as a tool for English-speaking learners, according to 45 respondents agreed and 23 strongly agreed with the statement on Google form.

b. Grammar

As much as 20 respondents mentioned that they strongly agreed, and 62 said they agreed that they could learn English grammar through the @jagobahasacom Instagram account.

c. Reading skills

Up to 25 respondents indicated that they strongly agreed, and 58 indicated that they agreed that they may improve their reading abilities by following the @jagobahasacom account.

d. Listening skills

A total of 16 respondents indicated that they highly agreed, and 51 indicated that they felt that they may improve their listening abilities by following @jagobahasacom on Instagram.

e. Vocabulary mastered

The Instagram account @jagobahasacom could add the English vocabulary that they mastered, according to 49

respondents who agreed and as many as 42 who strongly agreed.

### **3. The Effectiveness of Learning English on Instagram @jagobahasacom**

The researcher used a variety of techniques for analyzing data in this study. To determine whether the instrument was reliable and valid for data collection, researchers first utilized tests for variability and reliability and the result showed the data was valid and reliable.

Moreover, the researcher used basic linear regression to analyze the results of hypothesis testing using SPSS 25. The study's linear regression equation is  $Y = 13.958 + 1.284X$ , where X is the use of the Instagram account @jagobahasacom and Y is English language learning. According to this model, when the value of using the Instagram account @jagobahasacom increases (X), English language learning also increases (Y). Based on the value of t-value is  $11.465 > t\text{-table} (1.984)$ , it became clear that  $H_a$  (Alternative Hypothesis), was accepted. This indicates that the Instagram account @jagobahasacom has an effect on its followers' ability to learn English.

Additionally, the Pearson correlation test findings show that variable X (the use of Instagram account @jagobahasacom) and variable Y (English language learning) have a significant



correlation of 0.757. As can be seen in Table 3.11, this indicates that the association between the two variables is STRONG because it falls within the correlation range of 0.60-0.79.

Since the correlation coefficient in this study was positive, both variables have a unidirectional relationship, which means that if the X variable is high, the Y variable will also be increased. Therefore, based on the analysis of the data, it can be concluded that the Instagram account @jagobahasacom is effective for English language learning with the parameter of correlation coefficient testing that has strong correlation (0.757).

## **B. Research Discussion**

Studies examining social media learning in an entirely learner-led and unstructured environment are very uncommon. The main goals of the previous study, which was conducted with seasoned Instagram users as a first step into this type of social media language learning research, were to (a) comprehend how students use Instagram of Jagobahasacom for English language learning, (b) determine the kinds of English skills students gain from English language learning on Instagram of Jagobahasacom, and (c) find out the effectiveness of English language learning on Instagram of Jagobahasacom.

According to the literature review, there are various scholars have brought attention to directly compare with this finding. For

instance, Gonulal (2019) found that English language learners were open to using Instagram as a language learning tool.<sup>56</sup> Similar to this, Alzamil (2020) suggested that educators can use Instagram to facilitate collaborative and cooperative learning during the teaching process. In addition, Instagram is an excellent tool for vocabulary instruction and learning.<sup>57</sup>

Additionally, according to Akhiar et al. (2017), "students demonstrated mediocre attitudes towards using Instagram for English language writing."<sup>58</sup> The issue with Instagram, according to Gonulal (2019), is that it might not be the best tool for acquiring more cognitively demanding content or skills for mobile language acquisition. These situations could require the use of larger digital devices and well-designed mobile learning programs by students.<sup>59</sup>

In comparison to this study, no previous studies have observed Instagram accounts specifically. Previous studies have examined the influence of Instagram in general on learning English. While this research directly leads to the use of the Jagobahasacom Instagram account in English language learning. In the same way, both previous research and the current study discovered that Instagram, the most popular social media platform nowadays, has an influence on English teaching and learning. By studying on

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<sup>56</sup> Gonulal.

<sup>57</sup> Alzamil.

<sup>58</sup> Akhiar, Mydin, and Kasuma.

<sup>59</sup> Gonulal.

Instagram, learners can also improve their English language abilities, including writing, speaking, reading, and vocabulary mastery.

Before getting to a conclusion, it is crucial to emphasize that there are a few limitations that should be noted. Firstly, despite the fact that the sample is thought to be representative of English language learners, a larger sample size might have produced more conclusive results. However, the current sample size was appropriate to deliver reliable and significant results given the nature and aim of this research.

Second, this study only looked at one kind of social networking platform. English language learners may use other websites (like Twitter and Facebook) or mobile language learning apps (like Duolingo, Busuu, Babbel, etc.) in unique and useful ways, especially if they have a higher degree of digital literacy.

Third, in order to reach more established Instagram users on the @jagobahasacom account, this brief study utilized a simple questionnaire. Future research may employ a more thorough survey to assess or compare the orientations and practices of various Instagram accounts in learning the English language.

Due to the fact that social media networks can assist learners in practicing and improving their English skills through the Instagram account @jagobahasacom, this study has positive learning implications. Additionally, this study's conclusions had

implications for how Instagram should be used as a supportive tool for teaching and learning English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter will discuss the conclusion of the research and suggestion for learners, English teachers, and for further research.

#### A. Conclusion

Based on the results analysis of the research that has been carried out to determine the influence of the Instagram account @jagobahasacom in English language learning, it can be concluded as follows:

First, learning exists everywhere and is created through connections and interactions with both human and non-human technologies. Users of media choose and consume media in an active manner. Media users have clear goals and participate actively in the communication process. These passages lead to the conclusion that different people have different experiences when learning English through the @jagobahasacom Instagram account. If they know how to use it well, they can use the @jagobahasacom Instagram account as a tool for learning English. Furthermore, learners also can learn English on the comment section with the followers of @jagobahasacom.

Second, The Instagram account @jagobahasacom is used in this study to help learners improve their English in a variety of ways. The chart in Appendix 3 describes the 100 participants in

this study and indicates their English proficiency includes speaking skills, grammar, reading skills, listening skills, vocabulary mastered. The content on the Instagram account @jagobahasacom comes out to be the most effective at helping learners improve their vocabulary among the previously mentioned English skills.

Third, in this study, the researcher used a variety of techniques for data analysis. Researchers used tests for variability and reliability first to see if the instrument was valid and dependable for collecting data, and the results indicated that it was. The data utilized in this research were also normally distributed after the test for normality. The results of every data analysis test calculation performed (hypothesis test and Pearson correlation coefficient test) by the researcher indicate that every test produced a positive outcome. This indicates that the Instagram account @jagobahasacom is very effective and appropriate for English language learning.

## **B. Suggestion**

The researcher is able to offer suggestions regarding the research that has been conducted based on the conclusions mentioned previously. The researcher is aware that it is still far from perfect. The implementation of this research is imperfect due to the researchers' lack of experience. As a result, it is hoped that

this research will serve as a guide for future studies on the same topic. The researcher would like to offer the following suggestions in this section:

1. For English learners, as social media users, especially on Instagram, learners should be selective about whose profiles they follow and don't follow. due to the fact that behavior is influenced by what is viewed. Learners should follow Instagram accounts that are helpful and can be used for studying, such as @jagobahasacom, which has helpful content for learning English. for the purpose of improving English learning ability.
2. For English teachers, in this technologically modern era, it is hoped that English teachers can use social media as a tool for English language learning. The Instagram account @jagobahasacom in particular, as well as other accounts of similar kinds, can be used as resources for teaching English to students.
3. For further researcher, this research used a simple questionnaire, future research may use a more comprehensive survey to evaluate or compare the orientations and practices of various Instagram accounts in learning the English language.

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## APPENDIX

### APPENDIX 1

#### Questionnaire Instrument

Petunjuk pengisian kuesioner:

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada
- Pilihlah jawaban yang sesuai dengan diri Anda
- Tidak ada jawaban benar atau salah

Silahkan Anda mengisi pernyataan-pernyataan dengan ketentuan:

Opsi 1: **Sangat Setuju** (SS)

Opsi 2: **Setuju** (S)

Opsi 3: **Netral** (N)

Opsi 4: **Tidak Setuju** (TS)

Opsi 5: **Sangat Tidak Setuju** (STS)

Topics	No	Questions	Answer				
			S	S	N	T	ST
The use of Instagram account @jagobahasacomm	1.	Foto dan video yang diunggah @jagobahasacomm sering muncul di beranda saya	S	S	N	T	ST
	2.	Akun @jagobahasacomm sering	S	S	N	T	ST

---

mengunggah  
postingan di  
Instagram story

---

3. Postingan di  
akun  
@jacobahasaco  
m memiliki  
informasi yang  
lengkap  
mengenai  
pembelajaran  
Bahasa Inggris

---

4. Postingan di  
akun  
@jacobahasaco  
m selalu  
mengikuti  
perkembangan  
zaman

---

5. Foto dan video  
yang diunggah  
akun  
@jacobahasaco  
m menarik untuk  
diperhatikan

---

6. Foto dan video  
yang diunggah  
akun  
@jacobahasaco  
m layak untuk  
mendapat likes

---

7. Akun  
@jacobahasaco  
m memiliki  
followers yang

---

	aktif di setiap postingan
	8. Akun @jacobahasacom sering aktif berkomunikasi dengan followers di setiap postingannya
English language learning	9. Dengan melihat konten di akun @jacobahasacom, pengetahuan Bahasa Inggris saya (English skills) semakin bertambah
	10. Dengan melihat konten di akun @jacobahasacom, kemampuan speaking saya semakin meningkat
	11. Saya merasa semakin percaya diri dalam berbicara Bahasa Inggris setelah melihat konten di akun @jacobahasacom
	12. Dengan melihat konten di akun @jacobahasacom

---

m, kemampuan  
grammar saya  
semakin  
meningkat

---

13. Dengan melihat  
konten di akun  
@jagobahasaco  
m, kemampuan  
reading saya  
semakin  
meningkat

---

14. Dengan melihat  
konten di akun  
@jagobahasaco  
m, kemampuan  
listening saya  
semakin  
meningkat

---

15. Konten-konten di  
akun  
@jagobahasaco  
m dapat  
menambah kosa  
kata saya dalam  
Bahasa inggris

---

16. Saya sering  
mengakses akun  
@jagobahasaco  
m

---

17. Saya  
memberikan  
likes di setiap  
postingan akun  
@jagobahasaco  
m

---



- 
18. Penyajian konten foto dan video yang diunggah akun @jagobahasacom membuat saya memahami isi dari akun ini sehingga saya tertarik
- 
19. Postingan dalam akun @jagobahasacom dapat memotivasi saya dalam belajar Bahasa Inggris
- 
20. Saya mengingat postingan dari akun @jagobahasacom
- 
21. Saya dapat memahami dengan baik konten-konten pembelajaran Bahasa Inggris di akun @jagobahasacom
- 
22. Akun @jagobahasacom sangat efektif digunakan sebagai media
-

---

pembelajaran  
Bahasa Inggris

---

## Questionnaire Instrument (English Version)

Instructions for filling out the questionnaire:

- Read carefully before filling out the statements
- Choose the answer that suits you
- There are no right or wrong answers

Please fill in the statements with the conditions:

Option 1: Strongly Agree (SA)

Option 2: Agree (A)

Option 3: Neutral (N)

Option 4: Disagree (D)

Option 5: Strongly Disagree (SD)

Topics	No.	Questions	Answer				
			SA	A	N	D	SD
The use of Instagram account @jagobahasacom	1.	Photos and videos uploaded by @jagobahasacom often appear on my timeline					
	2.	The @jagobahasacom account often uploads posts on Instagram stories					
	3.	Posts on the @jagobahasacom account have complete information					

	about learning English
	4. Posts on the @jagobahasacom account always keep up with the times
	5. Photos and videos uploaded by the @jagobahasacom account are interesting to note
	6. Photos and videos uploaded by the @jagobahasacom account deserve to get likes
	7. The @jagobahasacom account has active followers on every post
	8. The @jagobahasacom account often actively communicates with followers in every post
English language learning	9. By viewing content on the @jagobahasacom account, my

---

knowledge of  
English (English  
skills) is  
increasing

---

10. By viewing  
content on the  
@jagobahasacom  
account, my  
speaking skills  
have improved

---

11. I feel more  
confident in  
speaking English  
after seeing  
content on the  
@jagobahasacom  
account

---

12. By viewing  
content on the  
@jagobahasacom  
account, my  
grammar skills  
are improving

---

13. By viewing  
content on the  
@jagobahasacom  
account, my  
reading skills are  
improving

---

14. By viewing  
content on the  
@jagobahasacom  
account, my  
listening skills  
are improving

---

---

15. The contents on the @jagobahasacom account can add to my vocabulary in English

---

16. I frequently access the @jagobahasacom account

---

17. I give likes to every post on the @jagobahasacom account

---

18. The presentation of photo and video content uploaded by the @jagobahasacom account made me understand the contents of this account so I was interested

---

19. Posts on the @jagobahasacom account can motivate me to learn English

---

20. I remember a post from the @jagobahasacom account

---

21. I can understand well the content of learning

---

---

English on the  
@jacobahasacom  
account

---

22. The  
@jacobahasacom  
account is very  
effectively used  
as a medium for  
learning English

---

## APPENDIX 2

### Tabulation of Variable X and Variable Y

Note, the score given to each answer is as follows:

<i>Strongly Agree</i>	with scores: 5
<i>Agree</i>	with scores: 4
<i>Neutral</i>	with scores: 3
<i>Disagree</i>	with scores: 2
<i>Strongly Disagree</i>	with scores: 1

VARIABLE X (THE USE OF INSTAGRAM ACCOUNT @JAGOBHASACOM)										VARIABLE Y (ENGLISH LANGUAGE LEARNING)																	
No.	X1	X2	X3	X4	X5	X6	X7	X8	Total	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Total		
																										1	4
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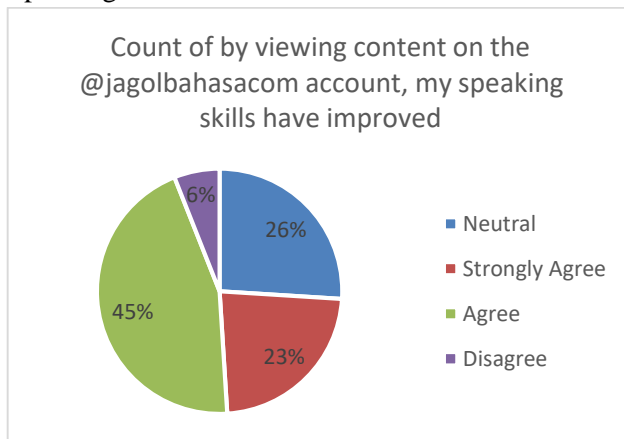
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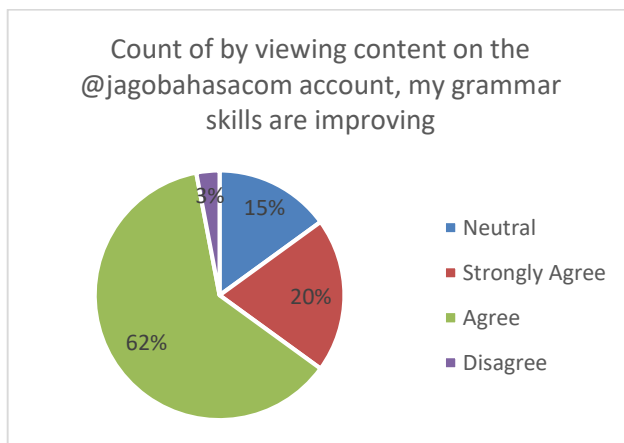
## APPENDIX 3

### The diagram of English skills that learners gain from the Instagram account @jagobahasacom.

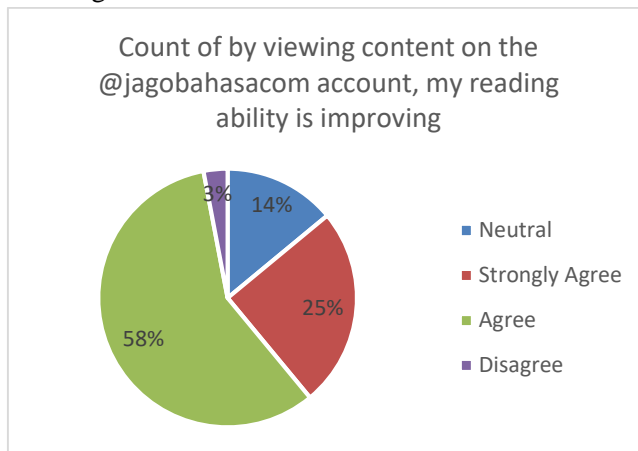
#### 1. Speaking skills



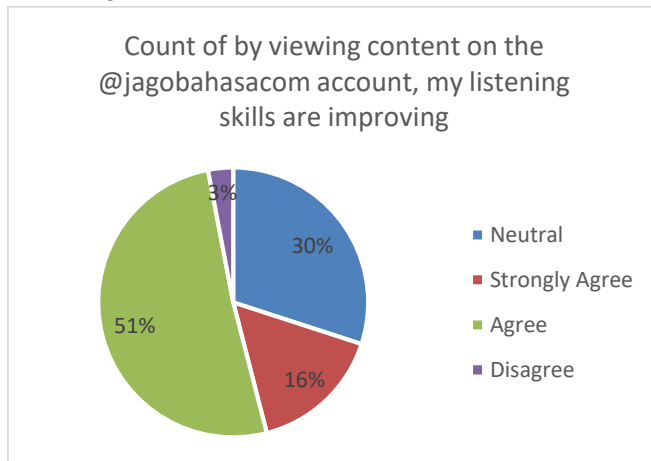
#### 2. Grammar



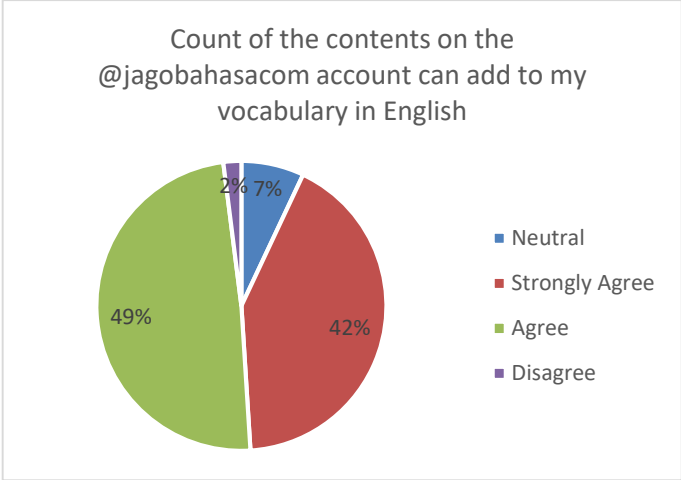
### 3. Reading skills



### 4. Listening skills

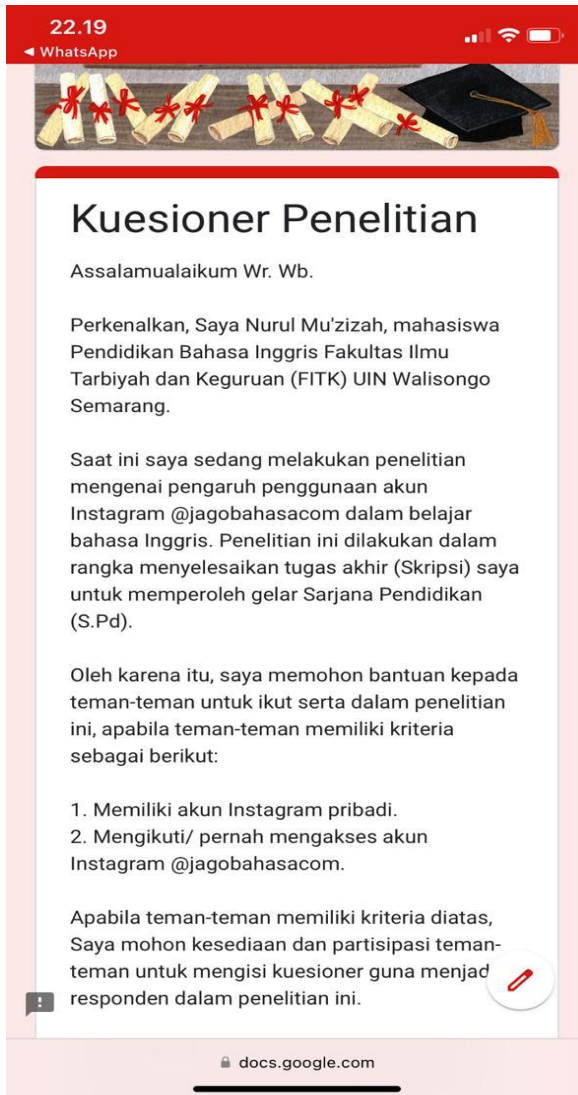


5. Vocabulary mastered




## APPENDIX 4

### Questionnaire View on Google Form



22.19  
WhatsApp



## Kuesioner Penelitian

Assalamualaikum Wr. Wb.

Perkenalkan, Saya Nurul Mu'zizah, mahasiswa Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN Walisongo Semarang.

Saat ini saya sedang melakukan penelitian mengenai pengaruh penggunaan akun Instagram @jagobahasacom dalam belajar bahasa Inggris. Penelitian ini dilakukan dalam rangka menyelesaikan tugas akhir (Skripsi) saya untuk memperoleh gelar Sarjana Pendidikan (S.Pd).

Oleh karena itu, saya memohon bantuan kepada teman-teman untuk ikut serta dalam penelitian ini, apabila teman-teman memiliki kriteria sebagai berikut:

1. Memiliki akun Instagram pribadi.
2. Mengikuti/ pernah mengakses akun Instagram @jagobahasacom.

Apabila teman-teman memiliki kriteria diatas, Saya mohon kesediaan dan partisipasi teman-teman untuk mengisi kuesioner guna menjad responden dalam penelitian ini.

docs.google.com




## APPENDIX 5

### The Instagram Account of Jagobahasacom

22.11 📶 🔋

< **jagobahasacom** ✓ 🔔 ...




**3.791**  
Posts

**1M**  
Followers

**294**  
Following


**Kursus Bahasa Inggris Online**  
Education  
Kursus Bahasa Inggris Online Interaktif  
Offline Class 📍 @englishcenter.co.id  
Consultation & Registration... more  
[See Translation](#)

[bio.jagobahasa.com](https://bio.jagobahasa.com)


 Followed by **belchinnn\_**, **bellmirs** and 7 others

🛒 View shop


Following ▾MessageContact+👤




EFK




CollabwithJB



Jagoan Baik




PROGRAM...





CHAT WA

🏠🔍+📺👤



Yeeu mentang-mentar  
Acting all nice  
(look baik)

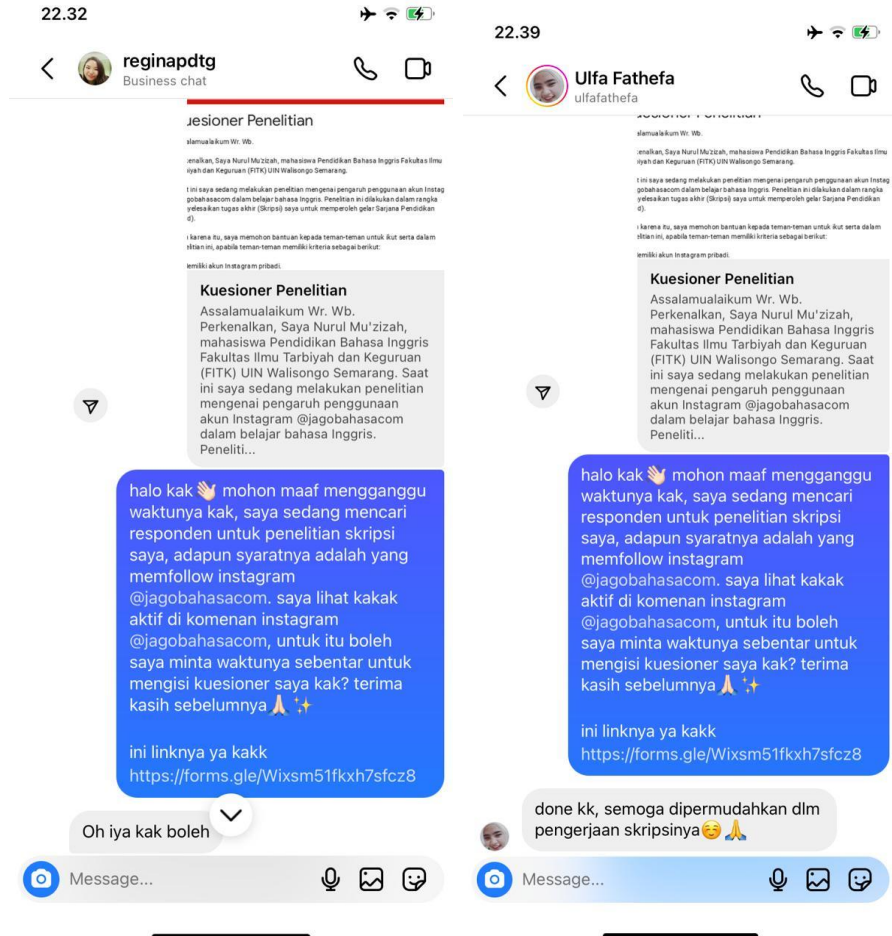




PELANJARAN

## APPENDIX 6

### Distributed The Google Form Questionnaire Through Instagram Direct Message



## CURRICULUM VITAE

### Personal Identity

Name : Nurul Mu'zizah  
Student Number : 1903046104  
Place and Date of Birth : Jepara, 28 April 2001  
Address : Ds. Menganti RT 21/ RW 05 Kedung,  
Jepara, Central Java  
Phone Number : 0895356640281  
Email : nurulmzah@gmail.com

### Formal Education

1. 2007 – 2013 : MI Darul Hikmah
2. 2013 – 2016 : MTs Darul Hikmah
3. 2016 – 2019 : MA NU Banat Kudus
4. 2019 – Now : UIN Walisongo Semarang (English Language Education)

Semarang, 04 June 2023

The Reasercher,



**Nurul Mu'zizah**

NIM: 1903046104