

**THE ROLE OF INSTAGRAM IN SHAPING ENGLISH
LANGUAGE LEARNING AMONG UNIVERSITY STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirement for gaining
the Bachelor Degree in English Education Department



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ABSTRACT

Title : **The Role of Instagram in Shaping English Language Learning Among University Students**
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The development of technology and social media has brought significant changes in various aspects of life, including in language learning. Instagram, as one of the popular social media platforms, is not only used for socializing but also becomes an innovative tool in English language learning. This study aims to explore students' perceive of the role of Instagram in English language learning, as well as identify the benefits and challenges faced in its use. This research utilizes a qualitative method with a descriptive approach. Data were collected through questionnaires and semi-structured interviews involving third semester students of English Education Study Program at Walisongo State Islamic University Semarang. A total of 11 students filled out the questionnaire, and 9 students who met the research criteria participated in interviews for data deepening. The data obtained were analyzed using thematic analysis to identify and interpret patterns or themes in qualitative data. The results showed that the majority of students have a positive perception of Instagram as an English learning media. Instagram is considered to provide flexibility, accessibility, and a more interesting learning experience compared to conventional methods. Various features such as stories, reels, and captions help students improve their vocabulary, reading, listening, and writing skills. However, this study also found some challenges in using Instagram as a learning tool. Distractions from irrelevant content, limited internet access, and lack of structure in learning materials are obstacles that students often face. Thus, although Instagram has great potential in supporting English language learning, appropriate strategies are needed to make its use more effective and purposeful.

Keywords: *Instagram, English language learning, social media, student perceive, benefits and challenges.*

MOTTO

“Allah doesn't say life is easy, but He promises that with hardship comes ease.”

(Qs.Al-Insyirah 5-6)

“No flowers grow without rain, and no humans glow without pain”

DEDICATION

All praise be to Allah, the Most Gracious and the Most Merciful. Without the patience and encouragement of family, teachers, and friends, this final project would not have been completed properly. Therefore, I dedicate this to:

1. The author's first love, Mr. Sugito. He did not have time to feel education until college, but he worked hard to educate, motivate, and provide support so that the author could complete this final project well.
2. My heavenly door, Mrs. Khikmah. She is very important in the process of completing education, she always struggles to strive for the author's life in terms of material and non-material. Please live longer and always accompany the author to face this world.
3. Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for always being a giver and tryna give more than I receive, I wanna thank me for never quitting, I wanna thank me for tryna do more right than wrong, I wanna thank me for just being me at all times.

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Semarang, 17 February 2025

The Writer,

A handwritten signature in black ink, appearing to read 'Nabilla Aulia Himmawati', with a stylized, cursive script.

Nabilla Aulia Himmawati

TABLE OF CONTENT

COVER	i
THESIS STATEMENT	ii
THESIS APPROVAL	iii
RATIFICATION.....	iv
ADVISOR NOTE	v
ABSTRACT	vi
MOTTO	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE.....	xii
LIST OF PICTURE	xiii
LIST OF FIGURE.....	xiv
LIST OF APPENDICES.....	xv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background Study	1
B. Research Question.....	5
C. Research Objective.....	5
D. Research Significance	5
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
A. Previous Study	8

B. Literature Review	12
1. Students Perceive	12
2. Instagram as a social media platform for learning	17
3. English Language Learning.....	22
4. Benefit of Instagram for English Language Learning	25
5. Challenges of Instagram for English Language Learning	27
C. Conceptual Framework	29
CHAPTER III.....	31
RESEARCH METHOD	31
A. Research Design.....	31
B. Research Settings and Participant	31
C. Research Instrument.....	33
D. Collecting Data.....	34
E. Data Analysis Technique	37
CHAPTER IV.....	39
FINDING AND DISCUSSION	39
A. Finding	40
4.1. Students` Perceptions of the Role of Instagram as an English Learning Tool.....	40
4.2. The benefits and challenges of Instagram in English language learning	49
B. Discussion	63
1. Students Perception of Instagram as an English Learning Tool	63

2. Benefits and Challenges of Using Instagram for Learning English.....	66
CHAPTER V	69
CONCLUSION AND SUGGESTION.....	69
A. Conclusion.....	69
B. Suggestions	70
REFERENCES.....	72
APPENDICES	76
CURRICULUM VITAE	113

LIST OF TABLE

Table 4. 1	Questionnaire Result Students' Understanding
Table 4. 2	Questionnaire Result:Students Experience
Table 4. 3	Questionnaire Result:Benefit
Table 4. 4	Questionnaire Result:Challenges of Instagram

LIST OF PICTURE

- Picture 4. 1 Example Content on Instagram
- Picture 4. 2 content video reels
- Picture 4. 3 Interaction in the column comment
- Picture 4. 4 hashtag and stories features
- Picture 4. 5 Joining Learning Community

LIST OF FIGURE

Figure 2. 1 Conceptual Framework

LIST OF APPENDICES

- | | | |
|----|------------|---|
| A. | Appendix 1 | Instrument Questionnaire |
| B. | Appendix 2 | Interview Questions |
| C. | Appendix 3 | Result of Interview |
| D. | Appendix 4 | Result of Questionnaire |
| E. | Appendix 5 | Documentation |
| F. | Appendix 6 | Instagram Accounts for Learning English |
| G. | Appendix 7 | Students Participate in Instagram |
| H. | Appendix 8 | Advisor Appoinment Letter |

CHAPTER I

INTRODUCTION

A. Background Study

The development of technology and social media has brought significant changes in various aspects of life, including in the field of language education. It is generally recognized how important it is to speak English. Therefore, solidifying our English language skills is crucial for future utility. In this digital era, there are various methods for language learning, one of which is social media platforms such as Instagram. Instagram has become a tool not only for communicating and socializing but also as an innovative and effective learning medium.

The field of education in general, and particularly second/foreign language (L2) education, is undergoing rapid changes in teaching methodology due to the use of these new technologies. These technologies are adaptable to the interests and needs of both students and teachers. According to (Aloraini, 2018), scholars believe that utilizing such technologies has the potential to solve several pedagogical problems that occur in the language classroom, such as the limited amount of time teachers have compared to the large number of student.

Traditional teaching more or less hinders students' ability to understand a particular language and also understand the

structure, meaning, and function of language, and makes students passive recipients of knowledge. Thus, it is more difficult for them to achieve communication targets. With the teacher's instruction directing the mindset and motivating the students, multimedia technology helps in the integration of teaching as well as providing students with greater opportunities. For this reason, it is important for English teachers to understand and master the latest and best technologies and have full knowledge of what is available in a given situation. Teachers can use multimedia technology to provide more colorful and stimulating lectures. (Alapján, 2016) states that technological innovation has gone well with the growth of English and changed the way students communicate.

Additionally, students of today's world are immersed in a dynamic, digital, and social environment with a wide range of ever-changing technologies. In fact, by applying social media in language classrooms, such as Facebook, Instagram, blogs, and Twitter, learners are highly motivated to interact socially with their peers (Erarslan, 2019). Traditionally, language learning has been limited to textbooks, classroom, and perhaps language immersion programs. However, in today's digital age, the methods and resources available for learning English have evolved tremendously. With the advent of the internet and technology, language learning is now easier and more interactive than ever before. As a result of this social change (i.e., a shift from

predominantly individualistic to socially-based use of technology), social media is emerging as a potential language learning environment (Barrot, 2022).

According to (Barrot, 2022), social media allows users to share resources, interact and collaborate, convey instructions, and promote socially engaging learning environments as pedagogical tools. Social media's ability to facilitate resource sharing, interaction and collaboration can improve access to knowledge and enrich students' learning experience. With these interactions, students do not just passively receive information, but can also actively participate in collaborative discussions or projects that allow them to apply knowledge in a real context.

This research will uncover students' opinions on Instagram as an educational platform for language learning and find out the contribution and role of Instagram as a language learning medium used in this digital era. In addition, it covers the shift in the way people learn languages, how technology, especially social media such as Instagram, can affect the learning process, and the role of Instagram in the context of English language learning. Although many previous studies have discussed online platforms as tools for learning English, including Instagram and TikTok, such as (Lee, 2023) “Language Learning Affordances of Instagram and TikTok”, which examines at the inventive use of image-based social media for informal language learning, focusing on

multimodality, mobility, instant participation, and interaction through content analysis.

However, Lee 2023 research analyzed platform features and uploaded content rather than delving deeply into students' personal experiences with Instagram as an English learning tool. Therefore, this study will focus exclusively on the Instagram platform and use interviews to explore students' perceive of utilizing Instagram as a language learning tool, which is expected to provide more personalized and contextualized insights into the effectiveness of the platform.

However, the use of Instagram in language learning also faces challenges. The informal and casual nature of much of the content on Instagram can lead to the spread of language use that is not standardized or appropriate for formal contexts. In addition, the high potential for distraction from non-educative content requires strong self-discipline from learners to stay focused on their learning goals. This research focuses on how language learning has changed or evolved over time, especially by integrating the use of Instagram as a learning tool or resource. The purpose of this research is to explore the role of Instagram in transforming English language learning by looking at how the platform is used by university students and exploring the benefits and challenges faced.

B. Research Question

Specifically, it seeks to answer the following questions:

1. How do students perceive the role of Instagram as a tool for English language learning?
2. What are the benefits and challenges of Instagram as a tool for English Language Learning?

C. Research Objective

In line with the research question, the objective of this study is:

1. To explore students' perceptions of Instagram as a tool for English language learning.
2. To identify the benefits and challenges of using Instagram for English language learning.

D. Research Significance

The results of this research are intended to assist positive contribution both theoretically and practically:

1. Theoretical Significance

The results of this study are expected to be a reference material for other researchers and additional information for readers about students' perceive on the role of Instagram as an English learning tool among university students.

2. Practical Significance

a. The Author

This research is expected to contribute valuable insights regarding students' perspectives on Instagram as a

language learning tool in today's digital age. By examining the ways students perceive and utilize Instagram, this study will enhance the author's understanding of its role, function, and impact on language learning. Furthermore, it may shed light on how Instagram can serve as an effective educational platform, uncovering both opportunities and potential limitations for language acquisition.

b. The English Teacher

This research aims to provide teachers with practical insights and recommendations for integrating Instagram into their teaching practices. By understanding how students respond to Instagram as a language learning medium, teachers can develop more engaging, interactive, and technology-enhanced learning experiences. This can help educators align with the digital learning preferences of today's students and promote language development through methods that resonate with their digital lifestyles, ultimately enhancing the effectiveness of English instruction.

c. The Future Researchers

This research is expected to lay a foundation for further exploration into the use of social media in language learning. By revealing initial findings on Instagram's role and effectiveness, this study offers a basis for future

researchers to delve deeper into specific aspects of social media-assisted language learning. It aims to encourage more comprehensive, reliable, and detailed studies, contributing to a growing body of research that reflects the evolving digital learning landscape.

d. The Students

This research is expected to broaden students' views towards language learning that is increasingly innovative and relevant to the digital era. By utilizing Instagram as a tool for learning English as a foreign language, this study aims to show how social media can support the development of language skills in a more interactive and engaging way. Through this research, students can understand the potential of Instagram in providing access to varied learning materials and new ways to practice English. As such, students are expected to be more motivated and open to dynamic language learning methods and utilize digital technology to support the achievement of their learning goals.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

This section outlines previous research related to the use of Instagram as a platform for English language learning. The studies discussed offer various perspectives on Instagram’s potential and limitations in supporting English as a Foreign Language (EFL) acquisition. However, most of them focus on general effectiveness and technological affordances, rather than students’ lived experiences — a gap this study aims to address.

The first study was conducted by (Lee, 2023), titled “Language Learning Affordances of Instagram and TikTok: Innovation in Language Learning and Teaching,” from Macquarie University, Sydney. This study explored the creative use of image-based social media platforms for informal language learning, using the ecological concept of affordances. A qualitative content analysis was conducted to examine four key dimensions of technological innovation: multimodality, mobility, instantaneous participation, and interactivity. The findings highlighted how users engage with these features for language learning purposes.

The second study was by (Erarslan, 2019), titled “Instagram as an Education Platform for EFL Learners.” This research investigated university students’ perceptions of Instagram for educational and language learning purposes. A mixed-methods approach was used, involving 219 students in the survey and 80 students in an experimental study. The results indicated that Instagram was the most frequently used platform among participants, who showed a strong preference for using it to support their language learning outside formal classes.

The third study, conducted by (Nabila, 2022), was entitled “Students’ Perception of Writing English Captions on Instagram,” from the Department of English Education at UIN Syarif Hidayatullah Jakarta. Using a descriptive qualitative case study method, the study explored students’ perceptions through questionnaires and interviews. The findings revealed that Instagram served as an effective tool for writing practice, especially during the COVID-19 pandemic. However, students also faced challenges, including limited vocabulary, insufficient grammar knowledge, and anxiety over negative feedback, which affected their confidence in writing captions in English.

The fourth study was carried out by (Aloraini, 2018), titled “Investigating Instagram as an EFL Learning Tool,” from King Saud University, Riyadh. This corpus-driven study analyzed the impact of Instagram post types (vocabulary vs. grammar) on learner output and accuracy. Data were collected from 140 comments across 15 Instagram accounts targeting Saudi learners. A Mann-Whitney test indicated a statistically significant difference, showing that vocabulary posts generated more learner output. The study is grounded in CALL, MALL, and CMC frameworks, highlighting the platform’s effectiveness in encouraging learner interaction.

The fifth study was conducted by (Gomes Junior, 2020), titled “Instanarratives: Stories of Foreign Language Learning on Instagram.” This study focused on how Instagram’s Story feature and online communities facilitate language learning. By examining narratives shared within language learning communities, the study found that Instagram can serve as a powerful learning network, where learners benefit from shared experiences, motivation, and social interaction.

Based on the research above, several key points can be concluded: Instagram is widely used as a platform for

English language learning, both in formal and informal contexts. Studies by Erarslan (2019) and Aloraini (2018) indicate that students find Instagram to be a favorable and effective supplementary tool for learning English.

Instagram supports various aspects of English language development, such as vocabulary building, writing skills, and community-based learning. Aloraini (2018) and Gomes Junior (2020) emphasize Instagram's role in vocabulary development and language networking, while Nabila (2022) highlights its usefulness in practicing English writing. Technological features of Instagram enhance engagement in language learning. Lee (2023) identifies key features—such as multimodality, mobility, interactivity, and instantaneous participation—that make Instagram a dynamic and appealing platform for learners. Despite its advantages, Instagram also presents challenges. Nabila (2022) found that students often face difficulties related to grammar, vocabulary, and negative feedback, which can hinder their motivation to use the platform for language learning. Most previous studies concentrate on Instagram's functionalities and general effectiveness but lack in-depth investigation of students' personal experiences. While they provide valuable insights

into Instagram as a language learning tool, they often overlook how students subjectively perceive and interact with the platform. This study seeks to fill that gap by offering a more personalized and contextual exploration of university students' experiences using Instagram for learning English.

B. Literature Review

1. Students Perceive

Students perceive emphasizes the process of observing or interpreting how students understand something, the term students perceive refers to how students interpret, understand, and respond to their educational experiences. Unlike student perceptions which often refer to students' static opinions or judgments, student perceive emphasizes the dynamic and ongoing process of experiencing learning first hand. According to (John Biggs and Catherine Tang, 2011), the term “students perceive” refers to how students interpret, understand, and respond to their educational experiences. This perspective highlights the active and dynamic nature of learning, where students continuously process and make sense of their interactions with the learning environment. Biggs and Tang emphasize that this includes not only passive reception of information, but also active engagement involving cognitive (thinking), emotional (feeling) and social (interacting) dimensions.

This definition provides a general framework for understanding how perception plays an important role in shaping the learning experience.

According to (Schunk, 2012), the perception process in students is influenced by several factors, including prior knowledge, cultural context, and personal motivation. These factors shape how students approach and understand new learning experiences. Schunk's perspective highlights the interaction between external context and internal motivation, showing how students' understanding, students view and students experiences evolves as they engage in educational tasks. For example, motivated students to interpret challenges as opportunities for growth, reflecting complex perceptual dynamics. Strong motivation can encourage students to more actively explore available learning resources, even if they face barriers such as difficulties in understanding new material.

According to (Laurillard, 2012), the dynamic nature of perception suggests that perceptions are influenced by external factors such as learning strategies, use of technology, and interaction with peers. Laurillard's analysis emphasizes that learning environments and tools play an important role in shaping students' perceptions. For example, technology enhanced learning strategies can

encourage deeper engagement and promote active interpretation of knowledge. With increasingly sophisticated technology, students can collaborate through digital platforms such as discussion forums or social media, allowing them to share ideas and feedback in real time.

The concept of students perceive provides valuable insights into the way students engage with their educational experiences. This theoretical framework is highly relevant to this research as it explores how Instagram, as a digital platform, influences university students' perceptions of English language learning. By understanding this dynamic, this research aims to uncover the ways in which Instagram supports or challenges university students in their language learning journey.

In a university context, how students make sense of learning is critical as higher education often demands greater independence, critical thinking and deeper engagement compared to previous levels of education. Students make sense of learning through the relevance of content, effectiveness of teaching methods and accessibility of resources. In the context of this study, this implies that students are more likely to perceive learning positively through Instagram if the content shared is relevant to their academic goals, the platform is used effectively as a

teaching tool, and the resources provided are easily accessible.

According to (Laurillard, 2012) highlights that students at universities often understand learning as a collaborative and interactive process, facilitated by discussions, projects and the use of digital tools. He notes that traditional lectures can be transformed into interactive learning opportunities when supplemented with digital tools such as social media. In this context, the social media discussed in the research is Instagram. For example, Instagram can serve as a platform for group discussions, peer feedback, and creative projects, in line with a constructivist approach where students actively construct their understanding rather than passively absorb information.

In the context of Social Constructivism, as proposed by (Vygotsky, 1978), learning a social process that occurs through interactions with other, such as peers, teachers, or even through digital platforms. The Zone of Proximal Development (ZPD) is very important according to Vygotsky's theory because in this place students can cooperate and work together with peers or teachers to improve their understanding. Instagram, as a digital tool, allows students to engage in collaborative learning activities

within their ZPD. For example, students can interact with their peers, share ideas, and offer feedback on each other's posts, which enhances their understanding of the material. This process of collaborative construction of knowledge is at the heart of Vygotsky's Social Constructivism.

Additionally, cultural tools, such as social media, play a critical role in shaping students' perceive and engagement with learning. Instagram serves as a cultural tool that students use to mediate their learning, facilitating social interaction and collective meaning-making. Through Instagram, students can participate in an online community where they can ask questions, provide feedback, and share resources, all of which contribute to the construction of their knowledge. This aligns with Vygotsky's assertion that learning is deeply embedded in social interactions and the use of cultural tools.

In this research, Instagram is explored as one of the digital tools that shapes students' perceive of English language learning. By creating a learning environment where students can collaborate and engage with peers, Instagram has the potential to enhance the learning process and foster a more interactive, meaningful, and collaborative approach to learning, in line with the principles of Social Constructivism.

Understanding how students perceive learning in the university context is essential for exploring the effectiveness of digital platforms like Instagram in enhancing the learning experience. By integrating Vygotsky's Social Constructivism theory, this research highlights the importance of collaborative learning, social interaction, and the use of digital tools in shaping students' perceive. Instagram, when used as a tool for active learning and social engagement, can significantly influence how students perceive and interact with the content, ultimately enhancing their language learning experience.

2. Instagram as a social media platform for learning

Instagram is a social media platform that allows users to share photos and videos, and interact with other users through features such as comments, likes, and direct messages. (Alhabash & Ma, 2018) state that Instagram is a photo sharing app for mobile phones that allows users to take photos, use filters, and post them directly to a website.

Instagram has become a really useful tool for language learning, especially when it comes to learning English. Its use in language instruction has been the subject of numerous research, which have highlighted both its benefits and drawbacks. The website facilitates vocabulary development and cultural awareness by providing learners

with realistic language input through real life posts, tales, and texts. Because of its visual elements, which improve visual literacy and understanding, it's a useful tool for language learning. Instagram has some essential tools that could benefit in educational purposes related to linguistic intelligence. Instagram is more than just a place for people to share photos and videos; it's also a community-building tool where people can connect with each other and share ideas, information, and knowledge.

Instagram has several features in it such as stories, reels, live streaming, direct messages, explore, hashtags and geotagging. Instagram has grown to become one of the most popular social media platforms in the world, with over one billion monthly active users. Apart from being a social platform, Instagram is also widely used in marketing, education, as well as being an important tool for influencers and content creators to build audiences and engage with their followers.

Instagram in today's era not only acts as a platform to share informal photos or videos, but can also be used as a medium for language learning. According to (Mansor & Rahim, 2017) in this era, there are many features and content used for language learning. Language learning through visuals helps users associate words with images,

and makes it easier to understand context. Numerous studies have shown that Instagram helps to improve a wide range of English language skills, including reading, writing, speaking, listening and vocabulary. Moreover, it improves students' capacity for argumentation and clarification of ideas, especially in task-related activities. Research by (Fornara & Lomicka, 2019) highlights that Instagram fosters social presence in language learning, allowing students to interact and engage in meaningful communication. Their study found that visual social media platforms encourage learners to build online communities, which enhances their ability to express ideas and improve language skills.

This is in line with (Safitri, 2021) research findings which reveal that social media plays a significant role in English language learning. One platform that is widely used by students to improve their English language skills is Instagram. The study found that students utilize various features on Instagram, such as following international figures or influencers, reading English comments, and creating posts or videos in English as a form of practice. These activities not only help students expand their vocabulary but also contribute to improving their ability to read, write and speak effectively. Thus, Instagram is one of

the social media that can help learn languages through a fun and interactive method. One of Instagram's main roles in supporting English language learning is as a visual medium. Through images and videos, Instagram helps users associate words with relevant visuals, which in turn supports understanding the context more effectively. This visualization is very useful in strengthening memory and accelerating the learning process. In addition, Instagram also plays a role in improving English language skills. The various learning content available on the platform can help students practice speaking, listening, reading, writing, and expanding vocabulary. The caption and comment features also encourage users to construct arguments and explain ideas in writing, especially in task-based activities. Interactive features on Instagram, such as comments, direct messages and live broadcasts, allow for direct interaction between fellow language learners and native speakers. These interactions enrich the learning experience and make the process more natural and contextualized. Instagram can also be used as a medium to practice writing skills in English. Through captioning and commenting, users are encouraged to express themselves in English, which indirectly helps expand vocabulary and improve sentence structure. Lastly, Instagram plays a role in the formation of

a community of English language learners. The use of hashtags such as #LanguageLearning or #LearnEnglish makes it easy for users to access relevant content and join a supportive community of learners. These online communities are an important source of motivation and encourage consistency and success in the English learning process.

Instagram has various features, each of which has specific characteristics and can be utilized according to the needs of its users. One of the main features is the Instagram Feed, also known as the Instagram profile. This feature displays the user's biographical information, recent photos, and posts from the user as well as from people they follow. Through the feed, users can permanently share various content that can be viewed again at any time. Another feature is Instagram Story, which is known as one of the most user-friendly features. Stories display photos or videos in full screen and only last for 24 hours before they are automatically deleted, unless the user chooses to delete them sooner. This feature allows users to share moments quickly and spontaneously. In addition, there is Instagram Caption, which is the text that accompanies the uploaded image or video. The caption serves to explain or provide context to the shared content. A good caption is usually

equipped with appropriate hashtags, mentions, and emojis to attract the attention of the audience. Instagram Reel is another feature that allows users to create 15-second entertainment videos in multi-clip form. Reels can be displayed in the feed or shared as stories. Different from regular stories, reels allow the combining of multiple clips in a single video, allowing users to creatively record, cut and arrange clips. Finally, there is Instagram Live, which allows users to live-stream with other users. This feature provides a great opportunity to interact directly with audiences, extend the reach of content, and direct followers to important information or offers outside of the Instagram platform. With these various features, Instagram has become a dynamic and interactive platform for various purposes, including learning and communication.

3. English Language Learning

Language Learning is the process by which individuals acquire the ability to understand, speak, read and write in a language other than their native language. This process involves understanding language structures, vocabulary, as well as the ability to use the language in various communication contexts. According to (Robbins, 1995), language learning is a complex process that involves interaction between internal factors, such as cognitive

ability and motivation, and external factors, such as language input and learning environment. Ellis emphasizes that language learning is not just memorizing grammar rules and vocabulary, but also involves repeated practice and application in real situations.

The language learning process can take place in a variety of contexts, such as in a formal classroom, work environment, or through daily life experiences in the country where the language is spoken. Distance education or distance learning is an educational field that focuses on the incorporation of pedagogy technology, and instructional system design into the delivery of education to students who are not physically "on site" to receive their education (Sutrisno & Annury, 2022). Technological aids such as language apps, online courses and digital media also play an important role in supporting language learning today.

Learning English encompasses cognitive, cultural, and language processes. Teaching English Language Learners (ELLs) can be particularly challenging for educators due to the vast diversity in their academic skills, proficiency in English, and educational backgrounds (Mvududu & Thiel-Burgess, 2012). This study will focus on English language learning, which encompasses four main skills: reading,

speaking, writing, and listening. Through Instagram, students can practice these skills both directly and indirectly. For example, reading captions and comments helps improve reading skills, creating and replying to messages enhances writing skills, while audio-visual content such as videos supports the development of listening and speaking abilities. This research aims to explore in greater depth how Instagram can contribute to the improvement of these four skills holistically.

The process of learning English among university students has undergone significant changes with the development of digital technology. In the university environment, students no longer rely solely on traditional learning methods such as face-to-face classes and textbooks. Social media, especially platforms like Instagram, has become an integral part of the learning process, offering flexibility and accessibility previously unavailable. According to (Wijaya, 2020), teachers can utilize media to capture students' interest and enhance their excitement in learning. This finding aligns with the observation that students experience a new and enjoyable way of learning English through Instagram. Data also suggests that students perceive learning English via Instagram as an innovative and engaging method, providing

them with unique experiences they have never encountered in more conventional learning environments.

According to the theory presented by (Grundy et al., 2023) in their book "Pragmatics in English Language Learning," EFL learners frequently underdevelop pragmatic competence in English language learning as a result of not being exposed to pragmatic information in their surroundings. Therefore, by offering a wider and more genuine social context for the development of pragmatic competence, social media platforms like Instagram can aid in overcoming these constraints. Learning through this digital platform not only improves students' linguistic proficiency but also increases their practical awareness in various social situations. Thus, as suggested by Halenko and Wang, social media integration in university English language instruction can be a useful addition to conventional teaching techniques.

4. Benefit of Instagram for English Language Learning

The use of Instagram in language learning offers benefit that can support teaching and learning in the digital age. The flexibility of the platform allows for customization to a variety of student needs and learning styles, while the social and edutainment elements enhance learning engagement and motivation. According to (Barrot, 2022)

Instagram allows for a variety of learning approaches that can be tailored to individual needs and preferences. Given its flexible capabilities for various learners' needs and learning styles. It hosts a variety of socially engaging activities and for Edutainment purposes. Edutainment is a form of entertainment designed to educate people. It is based on the idea that learners will do best when they are engaged in interesting and fun activities. Instagram's versatility allows learners to use Instagram anywhere and anytime and can adapt to their learning interests. Instagram has flexible capabilities that allow students to access materials anytime and anywhere according to their interests and learning needs. For students who have a visual learning style, Instagram provides content in the form of images and videos that can be utilized to support the learning process. In addition, Instagram also opens up opportunities for students to interact within a diverse community of language learners. Through this interaction, students can broaden their horizons and improve their English skills.

Furthermore, the use of Instagram in learning can also help improve students' digital literacy. They learn to search for relevant information, verify the validity of sources and communicate effectively on digital platforms. These skills are not only beneficial in the context of language learning,

but also essential for daily needs and future career development. Thus, Instagram can be an effective and relevant medium in supporting English learning in the digital era.

5. Challenges of Instagram for English Language Learning

Instagram also has challenges in using it as an English language learning tool. According to Asifah & Hendra such as limited content, language students learn only limited to the content in the account, and students must capitalize the internet to access Instagram (Asifah & Hendra, 2023). So Instagram focuses only on visual content such as photos and short videos. This limits the opportunity to provide in-depth explanations or more complex discussions about language structure and grammar. Then Instagram is also free which makes learners not focus on learning because of the distraction from other informal contents. Instagram can easily access applications that may affect the character of students because Instagram is not only related to lessons but negative impacts are also found in this application so that to access this application students must need supervision by parents (Lathifah, 2019). While Instagram offers a variety of benefits in English language learning, its use also has a number of challenges that need to be considered. One of the main challenges is the wide range of content available on

the platform, from entertainment to advertisements, which can distract users from their learning goals. Therefore, using Instagram as a learning medium demands strong self-discipline so that students are not easily tempted by irrelevant content and remain focused on the learning process.

In addition, Instagram has limitations in the type of content that can be presented. The platform generally only provides short-duration photos and videos, making it impossible to deliver in-depth learning materials or complex discussions on language structure and grammar. This is an obstacle in delivering theoretical and analytical learning.

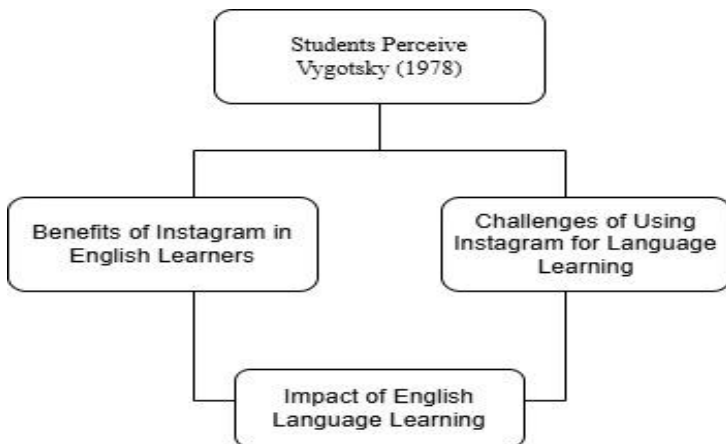
Another challenge is the need for internet access. Using Instagram requires a stable and fast internet connection. For students who do not have adequate internet access, this can be a serious obstacle in accessing learning materials consistently. Thus, although Instagram can be an interesting and flexible learning medium, its use still needs to be accompanied by an awareness of its limitations and strategies to overcome these challenges.

C. Conceptual Framework

2.1. Framework of Students Perceive, Benefit and Challenges

Figure 2. 1

Conceptual Framework



This section presents an overview of how Instagram is utilized as a platform for English language learning, based on three key components: students' perceptions, the benefits experienced, and the challenges encountered. First, students' perceptions of Instagram as a learning tool play a crucial role in shaping their level of engagement. Whether they view Instagram positively or negatively influences how actively they use the platform for educational purposes. A favorable perception often leads to higher

motivation and more consistent use of the platform in learning activities.

Secondly, Instagram offers various benefits that support English language development. Students report improvements in vocabulary acquisition, reading and listening skills, and increased exposure to authentic content, such as native speaker posts, educational reels, and interactive language activities. These benefits demonstrate Instagram's potential to enhance students' language proficiency and make learning more accessible and engaging in informal contexts.

However, despite its advantages, Instagram also presents several challenges as a learning tool. Students often face distractions from non-educational content, which can reduce focus and hinder learning outcomes. Additionally, issues such as poor internet connectivity and lack of structured guidance may further limit the platform's effectiveness. These challenges highlight the need to balance the use of Instagram for educational purposes with strategies that mitigate its limitations. Together, these three components provide a comprehensive understanding of Instagram's role in English language learning among students.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses descriptive qualitative research. Qualitative research methods are used as research procedures that produce descriptive data, namely the data collected is in the form of words, images and not numbers. According to (Moleong, 2016) a qualitative descriptive approach is a research approach in which data collection is in the form of words, pictures and not numbers. The data can be obtained from interviews, photos, personal documentation, field notes, memos and other documentation.

A qualitative approach is suitable for this research because it allows for an in-depth exploration of students' perspectives, providing a rich and detailed understanding of how Instagram functions as a language learning tool. The primary research instrument used in this study includes semi-structured interviews and questionnaires, which help capture both the general perceptions and personal experiences of the participants.

B. Research Settings and Participant

This research was conducted at State Islamic University Walisongo Semarang as the primary setting. This university was chosen due to its diverse student population and the high level of social media engagement among students. Instagram is widely used by students at this institution not only for social interaction

but also for academic purposes, making it a relevant setting for this study. This research was conducted between November 29 and December 7, 2024. The selection of this period was adjusted to the availability of participants and the smoothness of the data collection process.

Their significant engagement with Instagram makes them an ideal population for studying its role as a language learning tool. Furthermore, students at this university are generally open to participating in research, providing valuable experiences and perspectives that are highly relevant to the research topic.

In this study, researchers used a purposive sampling technique in selecting participants. According to (Soegiyono, 2011), the purposive sampling technique is sampling using certain considerations according to the desired criteria to determine the number of samples to be studied. The selection criteria for participants were, 3rd semester students majoring in English, Education at Walisongo State Islamic University, aged between of 18-25 years old, actively using Instagram for personal or educational purposes, have an interest in learning English through Instagram, have previous experience using Instagram through Instagram, willing to participate in interviews and questionnaires.

A total of nine students were selected to be interviewed based on the criteria, while 11 students participated in the questionnaire. The purpose of this participation is to understand

how students use Instagram to support language learning, find out students' experiences regarding the effectiveness of Instagram as a language learning tool, and explore the challenges and opportunities faced in using Instagram for English language learning.

C. Research Instrument

The research instruments used in this study were questionnaires and semi-structured interviews. These two instruments were chosen to explore in-depth data about the perceptions, experiences, and challenges faced by students in using Instagram as a medium for learning English.

The questionnaire was designed to obtain general information from a number of participants with a closed question format in the form of multiple choice and Likert scale. The questionnaire was divided into three sections. The first section contained personal identity data such as name, gender, class, and WhatsApp number. The second section asked about the participants' habits in using social media, especially in the context of English language learning. Meanwhile, the third section contained statements regarding perceptions, experiences, benefits, and challenges in using Instagram to learn English which were answered using a four-point Likert scale. The questionnaire was prepared using Google Form and written in Bahasa Indonesia to avoid misunderstandings. A total of eleven students participated in

filling out this questionnaire.

In addition, semi-structured interviews were conducted to obtain more in-depth and personalized data. This interview allowed the researcher to explore the participants' views regarding the use of Instagram in English language learning. The interview guide consisted of eight questions covering how students use Instagram in learning English, the benefits and challenges they experience, participation in learning communities on Instagram, as well as their motivation in choosing Instagram as a learning medium. Interviews were conducted individually with nine students who met the participant criteria. All data from the interviews were analyzed using thematic analysis method. The use of these two instruments complemented each other to obtain comprehensive data and ensure the validity of the findings through data triangulation.

D. Collecting Data

In this study, the following two tools were used to collect data relating to the research subject. The data collection techniques are mentioned here.:

1. Questionnaire

The first instrument used for data collection was a questionnaire, which served as a method to gather information from participants. In this study, an online questionnaire was designed using Google Forms. This questionnaire contained

close-ended questions. Siniscalco 2012 states that close-ended questionnaires was used to collect the responses from the participants that most likely represent their view (Siniscalco, 2012) The questionnaires are divided into two parts as follow:

In the first part, the participants were asked to fill their personal information including name, gender, class, and whatsapp number. Next, students were required to respond five multiple-choice questions, which consist of time use of social media, the purpose of using social media also social media application used most for learning English. Then, in the third part was the perception on using social media to improve English skills. This part used four-point. Like scale (4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree). The questionnaire was written in Bahasa Indonesia to avoid student misunderstanding while answering the questionnaire.

2. Semi-Structured Interview

Interview is used to know more about students` perceive as well as to support the answer from the questionnaire. Data were collected through semi-structured interviews, which allowed for both guided and open-ended responses from participants. This approach facilitated a deeper understanding of their experiences and perceptions of using Instagram as a language learning tool. Interviews were conducted to find out

more about student perceptions and to strengthen responses to research questions. Interviews allow researchers to listen thoroughly to participants' perspectives or experiences over a period of time and learn and dig deeper into those ideas.

The interview technique conducted by researchers is semi-structured interviews. According to (Soegiyono, 2011) this type of interview is included in the in-depth interview category, where its implementation is freer when compared to structured interviews. In this part of the interview, the researcher contacts the participant directly. The meeting was held by asking 9 students as resource persons. In interviews in this session, students were asked to answer 8 questions related to their experiences in using Instagram for language learning, the impact on the language learning process, advantages and obstacles in using Instagram for language learning. Interviews were conducted individually with students, allowing for a more personal relationship between researchers and interview participants. The interview questions focused on, how students utilize Instagram for language learning, their motivations for using Instagram as a learning tool, the perceived benefits and challenges of using Instagram for learning English, their participation in learning communities or discussions on Instagram.

E. Data Analysis Technique

The collected data were analyzed using thematic analysis, a method that identifies and interprets patterns or themes within qualitative data. This method was chosen for its effectiveness in revealing insights related to the research questions, particularly in understanding the nuanced experiences of students using Instagram for language learning.

In this study, the researcher used thematic analysis as a tool to consider the data, where this thematic analysis is different from other analytical methods which only attempt to describe the overall patterns of qualitative data whereas, a thematic analysis obtained data through essentials or realists, where this method can provide reports related to participants experiences, meanings and reality participant (Braun & Clarke, 2006). Therefore, using thematic analysis was very helpful for researchers to get a lot of information from participants about learning English through the platform Instagram.

There were six steps to analyzed data through thematic analysis, the researchers familiarized themselves with the data to transcribe it, read and reread it, and note the essential points. The transcribed data is based on the participant's answers which were carried out through interviews, generating initial codes. In this step, the researcher determined the code to collect data, searching for Themes. After determining the code, researchers started

looking for themes based on the transcript results, reviewing themes. At this step, the researcher checked whether the theme followed the specified code, defining and naming themes. In this section, the researcher defined and refined the themes presented for the analysis results, producing the report. Lastly, the researcher provided a coherent, logical, and engaging summary.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the main results of the study which aims to determine students' perceptions of the main results of the study which aims to determine students' perceptions of the role of Instagram as an English language learning tool, as well as finding the advantages and disadvantages of using the tool. The focus of this study was students who were in the third semester of the English Education Study Program. Questionnaires and semi-structured interviews were the two main tools in the data collection process. A total of eleven students answered the questionnaire about the use of Instagram for English learning. In addition, nine students who fit the research criteria were interviewed and asked to provide further comments on the experience. The results of the study will be presented in two parts. The first sub-section discusses how students perceive the role of Instagram as an English learning tool. Then the second sub-section, discusses the benefits and challenges that students perceive when using Instagram as a tool to improve English language skills. To gain a better understanding of the results of this study, the questionnaire and interview data were analyzed together.

A. Finding

4.1. Students` Perceptions of the Role of Instagram as an English Learning Tool

4.1.1. Instagram as a Supportive Platform for EFL Learning

Table 4. 1

Questionnaire Result Students' Understanding

No	Statement	Alternative answer				TOTAL
		SA	A	D	SD	
1.	Learning using Instagram is fun and pleasing.	4 36,4%	7 63,6%	0 0%	0 0%	11 100%
2.	Instagram increases my confidence toward EFL learning.	2 18,2%	8 72,7%	1 9,1%	0 0%	11 100%
3.	Instagram reduces my anxiety towards EFL learning.	2 18,2%	7 63,6%	2 18,2%	0 0%	11 100%

The questionnaire's findings show that most students see Instagram favorably as a tool for English language

development. 36.4% of respondents strongly agreed (SA) and 63.6% agreed (A) with the first statement, which states that studying with Instagram is fun and offers a pleasurable experience. There were no respondents who disagreed (D) or strongly disagreed (SD), indicating that Instagram's entertainment and comfort features are widely appreciated. In the second statement, 18.2% of respondents strongly agreed (SA) and 72.7% agreed (A) that Instagram boosts their confidence in learning English as a foreign language (EFL). However, 9.1% of respondents disagreed (D), indicating that not all students consistently experience this positive effect.

The third statement highlights the influence of Instagram in reducing students' anxiety towards learning English. As many as 18.2% of respondents strongly agreed (SA) and 63.6% agreed (A) that Instagram helps reduce anxiety, while the remaining 18.2% disagreed. (D). These results indicate that although Instagram provides a sense of comfort for most students, some still feel anxious during the learning process using this medium. Overall, these findings reflect that Instagram is perceived as a learning medium that supports a more enjoyable English learning experience, boosts self-confidence, and helps reduce anxiety, although the impact may vary for each individual.

To obtain more comprehensive data from the questionnaire, the author conducted interviews with students to understand their perceptions of learning English using Instagram. Based on the analysis of the interview results, most respondents believed that learning English on Instagram is enjoyable, comfortable, flexible, and convenient.

The interviewer said that Instagram provides various English-language content for learning. As stated by a student:

Student 1

“.....I think it's very functional for learning English. And I think those features are more suitable even though TikTok can do it. But I think when I see it, it just fits better. So it's more comfortable.”(FL)

The statement from the students highlights stated that Instagram has a very supportive function in English language learning. According to them, the features available on Instagram are more suitable for this purpose compared to other platforms such as TikTok. Although TikTok also offers similar features, participants felt that Instagram provides a better and more convenient experience for learning. This can be attributed to the visual aspect, content

structure or ease of navigation on Instagram which is more suitable to support the English learning process effectively.

4.1.2. Students' Experiences Using Instagram to Learn English

Table 4. 2

Questionnaire Result: Students Experience

No	Statement					TOTAL
		SA	A	D	SD	
1.	Learning through Instagram reinforces self-independent learning.	1 9,1%	10 90,9%	0 0%	0 0%	11 100%
2.	Instagram forms a more relaxed and stress-free language learning environment.	3 27,3%	8 72,7%	0 0%	0 0%	11 100%
3.	Instagram provides various sources for learning English.	4 36,4%	6 54,5%	1 9,1%	0 0%	11 100%
4.	Instagram is easy to be used for learning English.	4 36,4%	7 63,6%	0 0%	0 0%	11 100%
5.	Instagram is flexible to use.	7 63,6%	4 36,4%	0 0%	0 0%	11 100%
6.	It is easy to communicate with other people through Instagram	5 45,5%	6 54,5%	0 0%	0 0%	11 100%

A total of 90.9% of participant agreed that learning through Instagram strengthens learning independence. This shows that students are able to utilize Instagram as a means

to learn independently, access materials, and improve their skills without depending on formal environments such as classes. In addition, the majority of students (72.7% agreed and 27.3% strongly agreed) felt that Instagram creates a relaxed and stress-free learning atmosphere.

The non-rigid format, often entertaining content, and flexibility in customizing the learning process to personal preferences make students feel comfortable using Instagram as an English learning medium. The questionnaire results also showed that all respondents found Instagram easy to use for learning English, with 63.6% agreeing and 36.4% strongly agreeing. This ease is supported by the app's intuitive interface, practical content search, and attractive visual format. In addition, 63.6% of respondents strongly agreed and 36.4% agreed that they can use Instagram anytime and anywhere, confirming the platform's flexibility in supporting learning without time and place constraints. Almost all respondents also stated that Instagram makes it easy to communicate with others, with 45.5% strongly agreeing and 54.5% agreeing. Features such as direct messages, comments and live sessions allow students to discuss, exchange information or seek guidance from educational accounts, teachers or fellow students, thus enriching their learning experience.

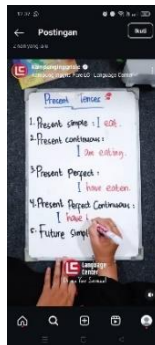
Then the author conducted interviews with students to find out their experiences about learning English using Instagram. Based on the analysis of the interview results, most of the interviewees argue that learning through Instagram is very fun because the features and content on Instagram are very diverse which makes learning feel more relaxed. As stated by a student:

Student 7

“Instagram is like an application in the form of entertainment. So we don’t feel like we’re learning. Mostly we scroll like that. Oh I see something we’re interested in later. Then I see it so it’s like learning, but it feels so relaxed, if we watch Youtube for a few minutes, while Instagram is at most one minute. So it doesn’t feel like we’re learning but logging in, so it’s more flexible.”(FL)

Picture 4. 1

Example Content on Instagram



Students perceptions Instagram as an entertainment-based app that is able to integrate educational elements into everyday activities, such as scrolling. Learning content that appears spontaneously as they scroll through feeds or reels makes the learning process feel less overwhelming, in contrast to platforms such as YouTube that usually require longer attention to watch long videos.

Students feel that the format of content on Instagram, which is short (around a minute) and visually appealing, makes it easy to understand the material without feeling like they are learning formally. It also creates a relaxed learning atmosphere, where the material can be effectively received without pressure. In addition, the flexibility of Instagram allows students to study anytime and anywhere, without having to set aside a specific time or feel tied to a long duration.

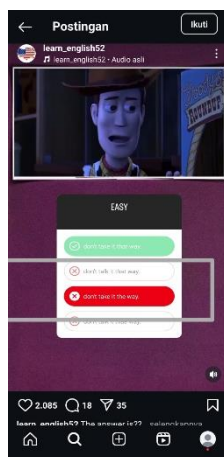
This statement reflects that Instagram not only serves as an entertainment platform, but also as an efficient learning medium, in line with the needs of the digital generation who tend to like information in a short and easy-to-digest format.

Student 1

“...It's not like the duo lingo apps. But from the videos and content we see on Instagram, it can also increase our knowledge of English.”(LB).

Picture 4. 2

content video reels



The results of these interviews show Instagram emphasizes that the videos and content available on Instagram can still contribute to improving English language knowledge. Through various posts such as educational videos, English captions, and interactions with other users, Instagram can be an indirect but still effective learning resource in enriching vocabulary, understanding language context, and improving reading and listening

skills.with an interesting combination of visuals and text, so that material can be understood more easily.

In addition, students feel that Instagram makes it easier to communicate with other people by offering interactions such as discussions with other users related to learning English. As a student said:

Student 9

“I interact by joining live discussion sessions on Instagram and interacting with other users in the comments column”(FL)

Picture 4. 3

Interaction in the column comment



Students reported that using Instagram allows them to interact and discuss with other users in the context of learning. This interaction occurs through Instagram's live feature, where they can join live discussions, ask questions and share opinions. In addition, they also discuss through the comment section, which provides an opportunity to

exchange information and obtain feedback on the use of English.

This may be due to Instagram's more organized interface design and focus on relevant visual content. With a strong preference for Instagram, students perceive the platform not only as a social media, but also as an effective tool to support English learning in an interactive and flexible way. This also reflects the importance of convenience and individual preference in choosing the learning medium that best suits their needs.

4.2. The benefits and challenges of Instagram in English language learning

4.2.1. Benefits of using Instagram to learn English

In using Instagram as a learning tool to improve English language skills, students experience various benefits in their English language skills.

Based on the questionnaire, all English skills and component are utilized in Instagram specifically receptive skills listening and reading, vocabulary, and pronunciation. The following table presents the result on English language skills and components utilized in social media.

Table 4. 3*Questionnaire Result:Benefit*

No	Statement					TOTAL
		SA	A	D	SD	
1.	It gives me opportunity to improve English listening skill.	2 18,2%	9 81,8%	0 0%	0 0%	11 100%
2.	It gives me opportunity to improve English speaking skill.	1 9,1%	6 54,5%	4 36,4 %	0 0%	11 100%
3.	It gives me opportunity to improve reading skill.	1 9,1%	10 90,9%	0 0%	0 0%	11 100%
4.	It gives me opportunity to improve English writing skill.	0 0%	10 90,9%	1 9,1 %	0 0%	11 100%
5.	It gives me opportunity to enhance my vocabulary.	3 27,3%	8 72,7%	0 0%	0 0%	11 100%
6.	It gives me opportunity to enhance grammar knowledge.	0 0%	11 100%	0 0%	0 0%	11 100%
7.	It gives me opportunity to enhance my pronunciation.	2 18,2%	9 81,8%	0 0%	0 0%	11 100%

The questionnaire results showed that Instagram played a significant role in improving the respondents'

various English language skills. Most respondents agreed that Instagram helped improve their listening (81.8%), reading (90.9%), writing (90.9%), vocabulary (72.7%) and pronunciation (81.8%) skills. In addition, all respondents (100%) stated that Instagram helped improve their understanding of grammar. However, although the majority of respondents agreed, there was some disagreement regarding speaking skills, with 36.4% disagreeing that Instagram provided opportunities to improve their speaking skills. Overall, Instagram proved to be an effective tool for enriching English language skills, although there were differences in perceptions related to speaking skills that may require additional approaches.

Based on data collected from the analysis of interviews, Instagram helped the interviewees in facilitating all their English skills and knowledge. However, the author highlights the most facilitated skills mentioned by the interviewees, which are listening, vocabulary and pronunciation. The following paragraphs will discuss how these skills improved while learning English using social media.

Instagram plays an important role in students' vocabulary development. Students said that social media

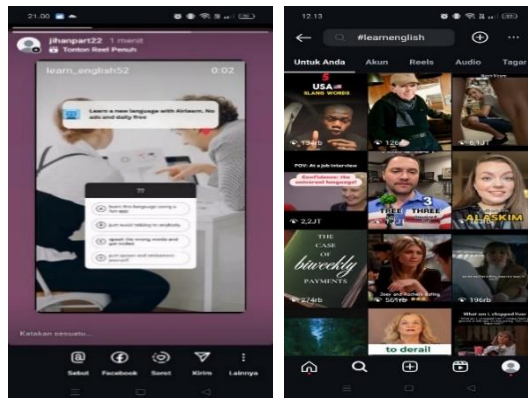
facilitates them to learn new vocabulary through videos, photos or even comments from others. As student said:

Student 9

“.... So I'm really lacking in vocabulary discovery, it's really lacking but with, for example, I'm like looking at instastory, then there are song lyrics and then there is a special account for learning English, it really helps sis with the media used. So I feel helped by the content and we can also search in explore with the hashtag #learnenglish from there the algorithm about English content will be more neat.”(CD).

Picture 4. 4

hashtag and stories features



Based on the interview results, students explained that the use of social media, especially Instagram, is very

helpful in improving English vocabulary knowledge. The student revealed that previously she felt inadequate in finding new vocabulary, but by looking at various content on Instagram, such as instastories featuring song lyrics or specialized accounts for learning English, she felt helped. In addition, respondents also make use of the explore feature on Instagram by searching for the hashtag #learnenglish, which allows Instagram's algorithm to suggest more relevant and organized English-related content. With the various media used, respondents feel that the process of learning English has become easier and more enjoyable.

From the interview results, students view Instagram as an application that has the benefit of improving basic English skills informally through Instagram features and content. As a student said:

Student 5

“I think using the Instagram platform is one platform that can be used to learn English. Because of the tools provided on Instagram, we become a place to improve English unconsciously. An example is in the music tools section of Story. From there, we can see what lyrics Instagram provides for the music on Instagram. Furthermore, apart from music stories, in

my opinion from the captions of posts in exploration...”(FL).

Students highlighted that Instagram provides a variety of tools that naturally support the process of improving English language skills, such as the music feature in Story. With this feature, users can view song lyrics displayed along side the music, which allows them to learn new vocabulary or understand English structures through the context of the song in a relaxed and fun way.

In addition, students also consider the caption feature on posts in the exploration section as an effective tool for learning English. This is due to the global nature of Instagram exploration, where posts from different countries and international users often appear. Through these captions, students can learn English authentically from various cultural perspectives, including the use of colloquial terms and informal expressions. However, students also commented that video content such as life hacks or English tips and tricks are less effective than captions and music stories. This may be due to the shorter focus or less in-depth delivery of the material in the videos. Overall, these interviews show that students feel Instagram features that support English language learning are those that provide easy access to text or music-based content, which they can

consume in a natural and less formal way. This confirms Instagram's role as an entertainment-based learning platform that can be utilized according to users' needs.

Then students also think that Instagram can help improve vocabulary through features and content. As a student said:

Student 6

“The first benefit is that my vocabulary has increased because I often see accounts on IG that focus on English. Besides that, I meet new friends who want to learn English together. Then I can learn material that is not taught in college or school such as slang words or accents that are not only American and British, but there are many. And I found out about it from Instagram.”.(LB)

The interview results show that Instagram has a significant role in assisting English learning. Students revealed that through this platform, they can enrich their vocabulary by following accounts that focus on English learning. In addition, Instagram allows her to network with fellow learners, creating community that supports the learning process. The platform also provides access to unconventional materials such as slang words, colloquial expressions, and accents from countries outside the US and

UK, which are not formally taught in school or universities. With this exposure to a variety of languages and cultures, Instagram becomes a tool that not only supports self-directed learning but also broadens users' linguistic and cultural horizons.

Besides that according to students, on Instagram there are also many accounts that help improve English skills, as student said:

Student 3

“Instagram media has many account platforms that teach English. So from accounts that provide education about learning English, we can learn about vocabulary, pronunciation, or listening speaking about English lessons that are more in-depth.”.(LB)

Based on the interview results, students explained that Instagram provides many accounts that focus on English language learning, which allows users to learn various aspects of English. Through these educational accounts, students can learn more about vocabulary, pronunciation, and listening and speaking skills. The accounts provide more in-depth and structured content on the English language, which helps respondents in comprehensively enriching their language skills.

With access to a variety of materials through this platform, the learning process becomes easier and more varied. Students also reported that Instagram helps in improving the listening skills of the influencers they follow. Student said:

Student 2

"..If it was from Ms. xaviera, it means I improved my listening from there".(CD)

Based on the interview results, students explained that they felt helped by influencer accounts to improve listening skills. In addition, students also revealed that Instagram helps improve writing and speaking skills through audio-visual content that is accessed as well as through interactions in discussions in the learning community on Instagram. As student said:

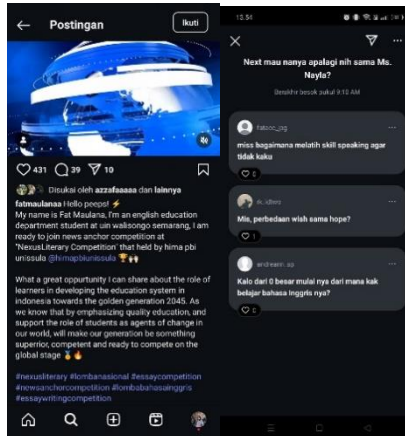
Student 5

"Yes, sis, I joined an English learning community or account on Instagram, and I often practice writing and speaking with other members."(CD)

Students stated that they were able to practice writing and speaking in English by joining the learning community on Instagram. This shows that Instagram facilitates interaction between users, allowing them to help each other and learn English together.

Picture 4. 5

Joining Learning Community



Students practiced their writing skills by creating English captions on the caption feature on Instagram. Besides improving their writing skills, this activity also helps them enrich their vocabulary. In addition, the second picture shows students interacting with native speakers or teachers in a learning community for guidance. This shows that Instagram, through its various features and content, not only plays a role in improving English language skills, but also becomes a non-formal learning tool. Through social interaction and support from teachers or native speakers, students can gain a deeper understanding of English usage.

4.2.2. The Challenges of Using Instagram to Learn English

The following table presents the result of students' questionnaire about challenges using social media for learning English. Students Perceive on the challenges of using Instagram for learning English

Table 4. 4

Questionnaire Result:Challenges of Instagram

No	Statement					TOTAL
		SA	A	D	SD	
1.	On Instagram there is inappropriate content	2 18,2%	5 45,5%	4 36,4%	0 0%	11 100%
2.	I feel distracted while using Instagram for learning English	1 9,1%	5 45,5%	5 45,5%	0 0%	11 100%
3.	Instagram affects my mental and health	1 9,1%	3 27,3%	5 45,5%	2 18,2%	11 100%
4.	I have a problem related to signal, gadget, and mobile data	1 9,1%	4 36,4%	6 54,5%	0 0%	11 100%
5.	Personal data are phone to be abuse.	0 0%	7 63,6%	4 36,4%	0 0%	11 100%

The questionnaire results show that using Instagram for English language learning has some challenges and potential risks perceived by the respondents. A total of

45.5% of respondents agreed that Instagram has inappropriate content, although another 36.4% disagreed. In addition, 45.5% of respondents also felt distracted while using Instagram to learn English, while the same percentage disagreed with the statement. Regarding the impact of Instagram on mental and physical health, 36.4% of respondents agreed or strongly agreed, while 45.5% disagreed, and 18.2% strongly disagreed, indicating a wide range of views on this issue. Technical issues such as signal, devices, and internet data were also perceived by some respondents, with 45.5% agreeing or strongly agreeing that they were an obstacle, while 54.5% disagreed. In addition, 63.6% of respondents agreed that personal data could potentially be misused on the platform, while 36.4% disagreed. This data indicates that while Instagram has benefits for learning, some challenges and concerns remain for users.

When the author asked the interviewees about their challenges in using Instagram to learn English, students mentioned that the specific obstacles felt when using Instagram to learn English are signal, quota.

Student 4

“...Instagram requires a lot of quota, so if you want to open it outside the home because of the data

package, it's a bit objectionable... have to wait for wifi".(CL)

Student 8

".....the obstacle in accessing the content may be the internet signal".(CL)

Based on the interview results, respondents mentioned several obstacles they faced when using Instagram to learn English. One of the main obstacles is the considerable use of internet data, as Instagram is known as a platform that sucks up quota significantly, especially when accessing video or image content. In addition, respondents also face difficulties in understanding the meaning of certain words or phrases that appear in the content, so they have to use a translator first to understand them. Another common obstacle is accessibility issues, such as unstable signals or poor internet connection, which hinder the learning process through Instagram. In addition to quota and network challenges, according to the interviewees, there are also challenges with the algorithm on Instagram. A student said:

Student 1

"....We don't know if the content contains harsh words or how we will intend to watch it to learn. But it turns out that the content might be a little out of the context of learning. I mean not for learning language,

it can be for learning English, like the content is not clear. But we can't guess what content appears on our Instagram.”.(CL)

Based on the interview results, the respondents explained that English language content on Instagram, especially that created by native speakers, can be an effective means of learning English directly. However, there is a challenge faced, namely the uncertainty regarding the quality and relevance of the content. Respondents expressed that not all content appearing on Instagram aligns with educational objectives. Some content may contain harsh words or be irrelevant to English language learning, making it difficult for users to utilize it to the fullest. Additionally, Instagram's algorithm, which displays content randomly, makes it difficult for users to predict the type of content that will appear, which can sometimes disrupt their initial intention to learn.

One of the sources also revealed the challenge of learning English through Instagram, namely the difficulty of maintaining focus. He admitted that he often gets distracted and ends up tempted to scroll through other content that is unrelated to his initial learning goals. A student said:

Student 7

"....so sometimes we get distracted scrolling or reading other things. But so far, Instagram's algorithm is still neat depending on the exploring we usually do."(CL)

Based on the interview results, students explained that although Instagram can be used as a supportive medium for learning English, this platform is not an application specifically designed for education. As a result, students often experience distractions because they are tempted to scroll or read other content that is not relevant to their learning goals. However, students also mentioned that Instagram's algorithm is quite organized and tends to display content that aligns with frequently searched topics, thus still helping in finding relevant materials for learning English.

B. Discussion

1. Students Perception of Instagram as an English Learning Tool

From the interviews, it was revealed that students tend to choose Instagram because of the ease of access, and the flexibility it offers. They feel that Instagram is more suitable and convenient to use than other platforms such as TikTok to learn English. These personal preferences and convenience play an important role in the effectiveness of Instagram as a

learning tool. Features such as stories, reels and explore allow learners to access diverse and engaging content, supporting (Mansor & Rahim, 2017) assertion that visual media can enhance language learning by providing more varied and immersive input. However, some learners noted that the informal nature of Instagram sometimes limits its academic depth, as the content is often more casual and not as formally structured as in a traditional learning environment. This suggests that while Instagram offers many benefits as a language learning tool, there are certain limitations that need to be observed to ensure that learning objectives are still achieved.

The interview results show that all participants have the same perceptions on the function of the internet and social media especially Instagram in helping them learn English. In the university context, Instagram becomes an additional media that supports the formal learning process in the classroom. Students often use Instagram as an independent learning resource that complements lecture materials, especially in courses that emphasize language skills such as listening, vocabulary building, and speaking. This finding is in line with (Gumelar & Asmara, 2022), which showed that the use of Instagram as an online learning medium increased EFL students' motivation to learn and improved their vocabulary. Their study shows that Instagram helps students learn new

vocabulary through interesting and accessible content, and allows direct interaction between teachers and students while learning online. The results support the conclusion that the internet and social media, including Instagram, are useful sources of information and sharing media that help students learn English. Instagram's rise as a language learning tool is also reinforced by (Erarslan, 2019)opinion, which states that Instagram provides educational opportunities that encourage students to feel more relaxed and enjoy language learning.

Furthermore, the findings also show that students can share their experiences and English learning materials with other users through various interactive features on Instagram, such as comment sections, discussions in learning communities, and live Instagram sessions organized by educational accounts. Engagement in language learning communities on Instagram also provides opportunities for students to learn from native speakers or students from other universities, enriching their perspectives on English language use. This phenomenon is in line with the Social Constructivism theory proposed by (Vygotsky, 1978), which emphasizes that learning is a social process that develops through interaction with more expert individuals or with a supportive community. In this context, Instagram serves as a zone of proximal development (ZPD), where students can obtain guidance from

other users who are more proficient in English, either through direct discussions or through content shared on the platform. This reflects how language learning can be reinforced through social interaction and collaboration, which is a key principle in Vygotsky's theory of social constructivism.

2. Benefits and Challenges of Using Instagram for Learning English

From the interviews, students reported improvements in several aspects of their language skills such as improving vocabulary, pronunciation, listening and flexibility in use. Many students reported a significant increase in vocabulary through exposure to a variety of content, such as texts and videos. This is supported by findings from (Azkiya Ulfa, 2019) that Instagram was shown to improve vocabulary skills. Then audio-visual features, including videos and music, help students practice pronunciation and listening skills. This is supported by the findings (Barrot, 2022) that social media facilitates language learning through multimodal interaction. In addition, the very flexible nature of access makes it very easy for students to use Instagram anytime and anywhere.

Furthermore, students also utilize the features on Instagram by joining a community of language learning accounts. In these communities, they interact with other users to practice writing as well as speaking in English. This

interaction not only helps them improve their language skills practically, but also provides a social environment that supports their learning process. This finding is in line with the Social Constructivism theory proposed by (Vygotsky, 1978), which emphasizes that the learning process takes place through social interaction within a community. Vygotsky introduced the concept of Zone of Proximal Development (ZPD), where learning becomes more effective when one learns with guidance from more experienced individuals or through collaboration with fellow learners. In this context, the learning community on Instagram serves as a ZPD, where students can gain a deeper understanding through interaction with more advanced users and through constructive discussions.

While Instagram has many benefits, there are some challenges that students face in using it as a learning tool. One of these is the distraction of non-educational content that can divert their attention from their learning goals. In addition, some students reported issues with internet connection and high data usage, which can limit their access to educational content. This is supported by finding (Asifah & Hendra, 2023), that such as limited content, language students learn only limited to the content in the account, and students must capitalize the internet to access Instagram.

The results of this study suggest that Instagram can be considered a useful tool for university students in learning English, especially in enhancing their non-formal learning experience. However, challenges such as distraction from irrelevant content need to be addressed by building more purposeful usage strategies or by utilizing specific features that support learning objectives. In this case, learning through communities and purposeful social interactions, as described in Vygotsky's theory of social constructivism, can help students stay focused on their learning goals. Thus, Instagram can be an effective tool in English language learning if it is used with the right strategies and by considering its limitations.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter of this research. In this chapter, the author presents research conclusions based on the analysis that have been discussed in the previous chapter and provide suggestions for teachers, students, and further researchers related to the use of Instagram in English language learning among university students.

A. Conclusion

Based on the research on how Instagram plays a role in English learning among university students, it can be concluded that students see Instagram as a fun and easy medium to learn English. They said that Instagram is a fun, flexible and interactive social media platform that helps students learn English. This research shows that Instagram is not just a social media platform for entertainment, but also considered quite effective in helping to improve English language skills.

In addition, students can benefit from various Instagram features, such as stories, reels, captions and comments. These features can improve their vocabulary, reading, listening and writing skills, as well as their understanding of English pronunciation. In addition, the existence of learning communities on Instagram provides additional benefits, where students feel

more motivated to participate in interactive learning with other users.

However, despite its many benefits, Instagram also presents some challenges in its use for English language learning. Some of these include distraction from non-educative content, limited internet access, and uncertainty regarding the quality and relevance of learning materials available on the platform. Thus, Instagram can be an effective tool in English language learning if used with the right strategies and good time management by students.

B. Suggestions

1. For the Students

Author expected that students can use Instagram positively by following credible educational accounts to improve English learning. Then students can utilize the features on Instagram such as live discussions, comments, and discussion forums to deepen their understanding of English. In addition, it is also expected that students can manage the time of using Instagram so as not to be distracted by content that is not relevant to learning objectives.

2. For the Teachers

Author expected that teachers or lecturers can apply Instagram as an additional learning media by giving assignments or discussions based on Instagram content. Then,

they can direct students to educational accounts that can help improve English skills and encourage students to actively participate in the English learning community on Instagram to increase interaction and language practice with other users.

3. For the Next Researchers

Future researchers are expected to conduct further research on the effectiveness of certain features on Instagram in improving English language skills. Then it can examine the long-term impact of using Instagram on the development of students' English skills.

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APPENDICES

A. Appendix 1 Instrument Questionnaire

Students` Questionnaire adapt by (Safitri, 2021)

Aplikasi media sosial apa yang anda sering gunakan untuk belajar bahasa Inggris?

- a. Facebook
- b. Instagram
- c. Youtube
- d. Twitter
- e. Whatsapp

Sangat Setuju : SS

Setuju : S

Tidak Setuju : TS

Sangat Tidak Setuju : STS

NO	PERNYATAAN	SS	S	TS	STS
	Pengalaman dan Pandangan Mahasiswa				
1.	Belajar bahasa Inggris menggunakan Instagram menyenangkan.				
2.	Belajar Bahasa Inggris menggunakan Instagram meningkatkan rasa percaya diri untuk berkomunikasi menggunakan bahasa Inggris.				
3.	Belajar bahasa Inggris menggunakan Instagram mengurangi kekhawatiran saat				

	berpartisipasi dalam kelas bahasa Inggris.				
4.	Instagram memperkuat kemandirian dalam belajar Bahasa Inggris.				
5.	Instagram menciptakan pembelajaran bahasa Inggris yang santai dan bebas dari tekanan.				
6.	Instagram menyediakan banyak sumber untuk belajar bahasa Inggris.				
7.	Instagram mudah digunakan untuk belajar bahasa Inggris.				
8.	Saya dapat menggunakan Instagram kapan dan dimana saja.				
9.	Saya dapat dengan mudah berinteraksi dengan orang lain di Instagram.				
	Manfaat dalam meningkatkan Skill Bahasa Inggris				
1.	Instagram memberikan saya kesempatan untuk menggunakan kemampuan menyimak (listening) dalam bahasa Inggris.				
2.	Instagram memberikan saya kesempatan untuk menggunakan kemampuan berbicara dalam bahasa Inggris.				
3.	Instagram memberikan saya kesempatan untuk menggunakan				

	kemampuan membaca dalam bahasa Inggris.				
4.	Instagram memberikan saya kesempatan untuk menggunakan kemampuan menulis dalam bahasa Inggris.				
5.	Instagram memberikan saya kesempatan untuk mendapatkan kosakata bahasa Inggris baru.				
6.	Instagram membantu saya untuk meningkatkan pengetahuan tata bahasa Inggris.				
7.	Instagram membantu saya untuk meningkatkan pengetahuan cara pengucapan kata dalam bahasa Inggris.				
	Tantangan menggunakan Instagram untuk Belajar Bahasa Inggris				
1.	Di dalam Instagram terdapat konten yang tidak sesuai.				
2.	Banyak gangguan saat sedang belajar bahasa Inggris menggunakan Instagram.				
3.	Instagram mempengaruhi mental dan kesehatan saya				
4.	Saya memiliki masalah teknis ketika belajar bahasa Inggris dengan Instagram (kuota, signal, gadget)				

5.	Data pribadi dalam Instagram rentan untuk disalahgunakan.				
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B. Appendix 2 Interview Questions

Interview Questions adapt by (Safitri, 2021)

1. Dari hasil kuesioner, anda memilih Instagram sebagai platform media sosial yang paling sering anda pakai untuk meningkatkan kemampuan Bahasa Inggris. Bisa dijelaskan bagaimana anda belajar bahasa Inggris dengan media sosial tersebut?
2. Apa alasan anda menggunakan Instagram sebagai media untuk belajar bahasa Inggris? (Jelaskan sesuai dengan perasaan anda apakah Instagram menyenangkan, fleksibel dalam digunakan, serta membantu anda meningkatkan rasa percaya diri.)
3. Menurut anda, bagaimana peranan Instagram sebagai alat pembelajaran bahasa Inggris? (Kemudian menurut pengalaman anda apakah Instagram membantu dalam pembelajaran bahasa inggris? Jika iya, jelaskan?)
4. Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam memahami atau meningkatkan bahasa Inggris anda?
5. Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
6. Sejauh mana anda merasa terbantu oleh fitur komentar, umpan balik, atau diskusi yang terjadi di Instagram?
7. Seberapa besar manfaat yang anda rasakan dari berbagai sumber pembelajaran bahasa Inggris yang tersedia di Instagram?(jelaskan jika anda merasa terbantu dalam meningkatkan skill bahasa inggris seperti, reading, writing, vocabulary, listening, pronunciation).
8. Apa kendala yang anda temui saat menggunakan Instagram sebagai media untuk belajar bahasa Inggris?(jelaskan jika anda menemukan kendala seperti internet, konten yang tidak relevan, algoritma Instagram).

C. Appendix 3 Result of Interview

Theme:

1. Content Discovery (CD)
2. Features for Learning (FL)
3. Learning Benefits (LB)
4. Challenges (CL)

Participant	Speaker	Interview Trancption
Student 1	R	Dari hasil kuesioner kamu memilih Instagram sebagai media untuk meningkatkan kemampuan bahasa inggris, bagaimana kamu belajar dengan media sosial Instagram?
	S1-CD	“Karena di aku Instagram itu adalah aplikasi yang algoritmanya itu paling aman Tapi menurut aku kayak konten-konten di Titok yang ada di HP aku yang ada explore aku itu mostly emang buat hiburan aja. Dan kenapa Instagram ya? Karena konten muncul di Instagram itu lebih algoritmanya itu lebih rapi. Jadi kayak Mostly juga banyak yang tentang belajar tentang rumus-rumus bahasa Inggris, tentang kalimat-kalimat bahasa Inggris. Dan biasanya akun itu. Atau aku belajarnya itu lewat konten-konten yang lewat. Diekpor aja sih. Aku nggak ada akun yang benar-benar aku folow untuk belajar bahasa Inggris gitu si.”
Student 1	R	Alasan memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S1-FL	Memang dari dulu ini media sosial yang aku gunakan itu pertama kali Instagram.

		Jadi untuk dan ini sih lebih ke fitur-fitur di Instagramnya sih menurut aku menggunakan fitur yang post itu yang post, hanya foto ataupun video yang bisa digeser-geser itu. Itu menurut aku sangat fungsional untuk belajar bahasa Inggris. Dan fitur-fitur itu menurut aku lebih cocok walaupun di tiktok itu bisa. Tapi menurut aku ketika aku melihat itu di Instagram itu tuh lebih cocok aja gitu. Jadi lebih nyaman aja sih”.
Student 1	R	Peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S1-LB	“Banyak sekali ngesave postingan-postingan tentang bahasa Inggris”
Student 1	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam meningkatkan bahasa Inggris?
	S1-LB	“iya kak, saya sering mendapatkan bantuan dari pengguna lain, terutama ketika mengomentari postingan dalam bahasa Inggris dan mereka mengoreksi kesalahan saya dengan cara yang sopan”
Student 1	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S1-FL	“ehm saya engga mengikuti grup atau komunitas khusus si kak, jadi lebih ke diskusi melalui komentar atau Dm Instagram pribadi aja”
Student 1	R	Manfaat yang kamu dapatkan saat belajar bahasa inggris?
	S1-LB	Aku lihat itu ada video ada dalam bentuk video atau dalam bentuk foto-foto. Jadi kayak tulisan yang diedit di

		satu foto sedikit atau di dalam foto yang itu juga bisa. Nah, aku tuh paling suka, nah aku tuh paling suka dari ini karena dia kan warna-warni dan menurut aku seru aja gitu kak. Dari bentuk-bentuk Instagramnya, bentuk fit dari Instagramnya, kayak explore-nya atau apa, itu tuh menurut aku itu bikin lebih asik aja. Jadi manfaatnya ya nggak gampang bosan gitu sih. terus di Instagram sekarang juga ditambah ada fitur musik itu juga. Karena kebetulan aku kalau belajar lebih sering dengerin musik juga kan. Jadi kalau di Instagram kalau postingan itu ada musiknya, lebih menyenangkan.
Student 1	R	Kendala yang dirasakan saat menggunakan Instagram untuk belajar?
	S1-CL	“oh ini sih kalau memang itu konten bahasa Inggris atau konten orang luar itu kan bisa jadi salah satu media kita untuk belajar bahasa Inggris langsung dari natifnya. Tapi pada konten-konten itu tuh kita nggak bisa. Kita nggak tahu gitu loh konten-konten itu apakah mengandung kata-kata kasar atau gimana kita akan niatnya nonton itu untuk belajar. Tapi ternyata kontennya itu mungkin agak sedikit diluar konteks pembelajaran. Maksudnya tidak untuk belajar bahasa, bisa untuk belajar bahasa Inggris, Kayak kontennya tuh nggak jelas gitu. Tapi kita tidak bisa menebak konten yang muncul di Instagram kita tuh apa.

Student 2	R	Dari hasil kuesioner kamu memilih Instagram sebagai media untuk meningkatkan kemampuan bahasa Inggris, bagaimana kamu belajar dengan media sosial Instagram?
	S2-CD	“Aku itu ngikutin salah satu konten creator namanya kak Zavira itu salah satu mahasiswa lulusan Harvard itu kan beliau suka itu ya. Kayak ngomong Inggris itu jadi improve my skill listeningnya juga kata-kata beliau itu yang enggak gunain common gitu lo mbak. Jadi lebih apa ya? Jadi kayak ini tuh jadi. Menambah vocabulary mbak yang aku enggak tahu. Terus juga biasanya kalau Mbak Zafira itu ngepost sesuatu, captionnya tuh panjang gitu. Jadi kadang aku baca itu juga improve reading nya juga. Terus misal ada teman-teman yang buat story itu kan pakainya kadang ada lagu nya mbak. Misal kita ada lagu bahasa Inggris itu kan bisa mungkin selain dengerin lagunya itu bisa tahu gitu mbak liriknya gimana gitu sih.”
Student 2	R	Alasan memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S2-FL	“Alasannya gampang kali ya fiturnya. Misal selain di konten itu ngikutin content creator Misal kita cari search itu biasanya ada berita-berita dalam bahasa Inggris itu kan lebih masuk aja. Gampang aja sih buat searchingnya. Aku kadang juga searching info-info yang internasional lewat sana si mba”

Student 2	R	Peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S2-LB	“Platform ini mungkin melatih listening iya writing juga iya kayak gitu. Peran speakingnya menurutku enggak terlalu sih. Kecuali kita bikin konten atau video sendiri, improve speaking dari sana gitu sih oke.”
Student 2	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam memahami atau meningkatkan bahasa Inggris anda?
	S2-CD	“Saya mengikuti beberapa akun yang menyediakan konten belajar bahasa Inggris, dan saya sering bertanya di kolom komentar. Beberapa pengguna lain sering membantu menjawab pertanyaan saya”
Student 2	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S2-FL	“Iya beberapa kali saya sering ikut bertanya pada kolom komentar jika ada materi yang kurang paham”
Student 2	R	Manfaat yang kamu dapatkan saat belajar bahasa inggris dengan Instagram?
	S2-CD	“Karena aku gunain instagram itu sebagai alat cari informasi ataupun tadi yang content informasi. Aku bisa dapat informasi dari sana, mungkin info-info terbaru atau enggak. Kalau tadi dari mba zavira berarti aku improve listeningku dari sana”

Student 2	R	Kendala yang dirasakan saat menggunakan Instagram untuk belajar?
	S2-CL	“Kendala internet dan jaringan mba jadi harus pakai wifi”
Student 3	R	Dari hasil kuesioner kamu memilih Instagram sebagai media untuk meningkatkan kemampuan bahasa inggris, bagaimana kamu belajar dengan media sosial Instagram?
	S3-CD	“Media Instagram kan banyak platform akun-akun yang mengajarkan bahasa Inggris. Jadi dari akun-akun yang memberikan edukasi tentang belajar bahasa Inggris itu kita bisa belajar tentang vocabulary, pronunciation, atau listening speaking tentang pelajaran bahasa Inggris yang lebih mendalam lagi.”
Student 3	R	Alasan memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S3-FL	Instagram kan cakupannya bukan hanya bisa berkomunikasi dengan orang lain. Di sana juga menyediakan beberapa video atau kayak tempat pembelajaran lah. Bukan hanya sekedar konten-konten yang mungkin hanya untuk influencer saja, tapi di sana juga ada beberapa orang yang membuat akun untuk khusus pembelajaran.
Student 3	R	Peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S3-LB	“Perannya si sebagai media ya, dia emang bukan seperti aplikasi-aplikasi bahasa Inggris kayak dua lingo. Tapi dari video dan konten yang kita lihat di

		Instagram itu juga bisa menambah pengetahuan kita sih tentang bahasa Inggris.”
Student 3	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam memahami atau meningkatkan bahasa Inggris di IG?
	S3-CD	“Sebenarnya tidak secara langsung mendapatkan bantuan dari pengguna lain, tetapi saya sering membaca komentar orang lain di postingan yang membahas grammar atau vocabulary, dan itu membantu saya memahami penggunaan bahasa Inggris dengan lebih baik”
Student 3	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S3-FL	“Saya bergabung dalam satu grup komunitas belajar bahasa Inggris, tetapi saya jarang aktif karena kesibukan kuliah”
Student 3	R	Manfaat yang kamu dapatkan saat belajar bahasa inggris dengan Instagram?
	S3-LB	“manfaatnya ada gimana ya walaupun fifty-fifty enggak yang seratus persen, manfaatnya mungkin kita bisa dengar dari natif langsung dari akun-akunnya, emang speakernya dan speakingnya udah bagus dan pembelajaran vocab juga nambah vocab juga di sana.”
Student 3	R	Kendala yang dirasakan saat menggunakan Instagram untuk belajar?
	S3-CL	“Gada si mbak lancar aja”

Student 4	R	Dari hasil kuesioner kamu memilih Instagram sebagai media untuk meningkatkan kemampuan bahasa Inggris, bagaimana kamu belajar dengan media sosial Instagram?
	S4-CD	“Kalau aku dari cara stories kalau kita pakai lagu bahasa Inggris itu auto translate dari Instagramnya langsung. Jadi kita bisa tahu artinya ini tuh ini kalau dalam bahasa Inggrisnya jadi lebih membantu dari segi kosakatanya “
Student 4	R	Alasan memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S4-LB	“Karena lebih sering scroll Instagram karena kebantu juga ya kita update sehari-hari sekali belajar gitu.”
Student 4	R	Peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S4-LB	“Cukup membantu sih. Cuma kadang ada yang kurangnya juga. Misal. Ya oke kita bisa belajar vocab dan grammar tapi untuk skill speakingnya masih kurang.”
Student 4	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram dalam meningkatkan bahasa Inggris?
	S4-FL	“Ya, beberapa kali saya mengirim pesan langsung ke pemilik akun yang mengajarkan bahasa Inggris, dan mereka merespons dengan memberikan penjelasan lebih lanjut tentang materi yang saya tanyakan”
Student 4	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas

		pembelajaran bahasa Inggris di Instagram?
	S4-CL	“Saya pernah mencoba bergabung, tetapi kurang nyaman dengan metode pembelajarannya, jadi saya tidak aktif dalam grup tersebut”
Student 4	R	Manfaat belajar bahasa Inggris dengan Instagram?
	S4-LB	“Lebih enak pembelajaran diluar kelas ya karena tidak terpaku dengan siapapun ya karena sifatnya fleksibel sesuai keinginan kita. Dan itu aku rasa kalau belajar lewat medsos itu lebih masuk mbak.”
Student 4	R	Kendala saat belajar dengan Instagram?
	S4-CL	“Ya mungkin karena Instagram itu memerlukan banyak kuota. itu. Jadi kalau mau buka Instagram di luar rumah karena pakai paket data itu kayak agak keberatan gitu. Jadi nunggu wifi gitu.”
Student 5	R	Dari hasil kuesioner kamu memilih Instagram sebagai media untuk meningkatkan kemampuan bahasa inggris, bagaimana kamu belajar dengan media sosial Instagram?
	S5-FL	“Menurut saya menggunakan platform Instagram merupakan satu platform yang bisa digunakan untuk belajar bahasa Inggris. Karenanya dari tols-tols yang disediakan di Instagram itu kita menjadi wadah untuk improve bahasa Inggris secara kita tidak sadar. Contohnya ada di bagian tools musik Story. Dari situ kan kita bisa melihat lirik-lirik apa yang disediakan Instagram terhadap musik-

		musik yang di ada di Instagram tersebut. Selanjutnya selain dari musik story, menurut saya dari caption postingan-postingan di exploration. Karena exploration itu kan dia cakupannya luas gitu ya kak, tidak terbatas. Jadi kadang yang postingan yang dari negara luar atau orang luar itu masuk ke eksplorasi kita. Jadi disitu kita secara tidak langsung kita bisa belajar bahasa Inggris melalui caption yang disediakan atau isi dari postingan itu sendiri. Nah kalau yang lainnya mungkin dari video-video sih kak kadang ada video tentang life hack ada tips and trik bahasa Inggris jadi, tapi itu menurut saya kurang. Jadi yang menurut saya efektif ada di caption sama di music storynya.”
Student 5	R	Alasan kamu memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S5-FL	“Kalau dari saya pribadi yang pertama tentunya komunikasi ya kak. Karena nggak semua teman-teman yang saya jumpai atau temui itu saya save nomor wa nya. Jadi salah satu medianya adalah komunikasi melalui Instagram. Walaupun kita tidak long chat atau long live communication ya itu kita pakai Instagram sebagai kita bisa lihat life update-nya mereka ya salah satunya juga dengan gaya hidup ya lifestyle Instagram itu. Jadi selain komunikasi yang kedua lifestyle.”
Student 5	R	Peranan Instagram sebagai alat pembelajaran bahasa Inggris?

	S5-CD	“Kalau dari saya pribadi peran Instagram itu sebenarnya bukan suatu aplikasi spesifik untuk pembelajaran bahasa Inggris. Namun, insight atau output yang kita dapat itu bahkan bisa melebihi dari aplikasi belajar bahasa Inggris itu sendiri. Karena seperti yang saya jelaskan tadi, exploration itu kadang sangat berpengaruh gitu ya. Kadang kita sudah bosan dengan konten yang muncul di beranda dan akhirnya kita cari di exploration tanpa sengaja kita mendapat banyak insight gitu, output terkait dengan konten bahasa Inggris, caption bahasa Inggris, ataupun postingan-postingan yang isinya memang khusus untuk bahasa Inggris. Jadi menurut saya, peran di Instagram itu cakupannya lebih luas dari aplikasi pembelajaran gitu.”
Student 5	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam meningkatkan bahasa Inggris?
	S5-FL	“Saya tidak pernah meminta bantuan secara langsung, tetapi saya sering melihat pengguna lain berbagi pengalaman mereka dalam belajar bahasa Inggris di Instagram, dan itu memberi saya banyak wawasan”
Student 5	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S5-CD	“iya kak saya bergabung dalam komunitas atau akun belajar bahasa Inggris di Instagram, dan saya sering

		berlatih menulis serta berbicara dengan anggota lain”
Student 5	R	Manfaat belajar bahasa Inggris dengan Instagram
	S5-LB	“Kalau dari saya pribadi manfaatnya dapat vocabulary baru yang kita sebelumnya nggak tahu. Karena kan di Instagram itu bukan aplikasi untuk sebuah komunikasi formal nih. Jadi bahasa-bahasa yang digunakan justru lebih seperti kayak daily communication nya itu dipakai di Instagram. Jadi kita akan belajar di sekolah atau institusi itu kan biasanya bahasa formal ya kak. Jadi yang digunakan di Instagram itu justru malah bahasa yang the real communication nya orang luar, komunikasinya forainer. Itu yang kita dapatkan insightnya dari situ. Kalau dari aku pribadi ya kak sama mungkin tingkat curiosity nya tentang dunia itu lebih banyak gitu. Jadi kita untuk mengetahui negara lain informasi apa terkait apapun kita lebih uptodate di Instagram.”
Student 5	R	Apakah ada kendala saat belajar dengan Instagram?
	S5-CL	“Kendala mungkin dikuota jaringan, sinyal sama ketersediaan alatnya, si ka toolsnya kayak kadang HP habis baterai, terus nggak bisa komunikasi ke Instagram atau nggak bisa buka Instagram. Tapi yang lebih signifikannya itu ada di sinyal kuota.”
Student 6	R	Dari hasil kuesioner kamu memilih Instagram sebagai media untuk meningkatkan kemampuan bahasa

		inggris, bagaimana kamu belajar dengan media sosial Instagram?
	S6-CD	“Oke yang pertama saya follow akun-akun yang sekiranya bisa saya ambil ilmu dari akun tersebut. Contohnya dari influencer yang emang fokusnya ngajarin bahasa Inggris itu saya sering follow. Lalu kayak grammar kayak itu tuh kayak akun tapi tiap hari update tentang kosakata baru atau gak bahasa slang gitu kak Oh iya terus juga dari akun-akun biasanya kan ada akun Kpop yang suka post foto, terus captionnya bahasa Inggris. Terus nanti kan kita jadi tahu kosakata baru gitu”
Student 6	R	Alasan kamu memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S6-FL	“Yang pertama karena Instagram itu gampang dijangkaunya. Terus kebanyakan orang kan mestinya punya IG kak terus buka tiap hari buka IG entah buat lihat story story temen, atau buat ngepost sesuatu pasti tiap hari kita buka aplikasi itu. Jadi sekalian aja buat belajar biar ga cuma lihat story atau atau yang lainnya, tapi juga dapat informasi baru”
Student 6	R	Menurut kamu bagaimana peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S6-LB	“Peranannya yah..menurut aku, peranan Instagram emang penting dalam belajar bahasa Inggris. Karena di aplikasi tersebut kan terdapat banyak sekali akun-akun yang bisa dijadikan pacuan kita

		untuk belajar bahasa Inggris. Selain itu, kita dapat berinteraksi sama orang-orang lewat komenan mungkin atau lewat Dm enggak cuma dari warga lokal, tapi juga luar negeri gitu kak.”
Student 6	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam meningkatkan bahasa Inggris?
	S6-FL	“oiya kak saya pernah bertanya tentang arti frasa tertentu di Instagram Story seseorang, dan mereka menjelaskan dengan detail. Itu sangat membantu saya dalam memahami konteks bahasa Inggris sehari-hari”
Student 6	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S6-CD	“Engga kak, saya lebih suka belajar melalui akun yang menyediakan materi bahasa Inggris secara individu”
Student 6	R	Kemudian manfaat belajar bahasa Inggris dengan Instagram yang kamu dapatkan?
	S6-CD	“Manfaatnya yang pertama, kosakata saya bertambah karena sering-sering melihat akun-akun di IG yang memang fokusnya ke Inggris. Selain itu ketemu sama teman-teman baru yang sama-sama mau belajar bahasa Inggris. Lalu bisa belajar materi yang enggak diajarkan ketika di kuliah atau di sekolah kayak Slang Word atau ah, atau bahasa yang emang atau aksen aksen enggak cuma

		Amerika sama Britis, tapi ada banyak . Dan saya tahu nya dari Instagram.”
Student 6	R	Apa kendala yang kamu temui saat belajar dengan Instagram?
	S6-CL	“Mungkin biasanya kan Instagram itu suka keluar sendiri, akunya. Ya suka tiba ketik sendiri. Terus kalau misal juga on IG kan harus pakai kuota atau wifi. Jadi kalau misal lagi nggak ada kuota atau wifinya mati, ya kita gabisa belajar. Jadi ada keterbatasan di jaringan itu.”
Student 7	R	Dari hasil kuesioner kamu memilih Instagram sebagai media sosial yang paling sering dipakai untuk meningkatkan kemampuan bahasa Inggris, bisa dijelaskan bagaimana kamu belajar bahasa inggris dengan Instagram?
	S7-CL	“Aku ngikutin beberapa akun kaya ruang guru itu kan ada akun yang buat englishnya itu kan mbak. kan sering kayak postingan-postingan tentang ada pertanyaan yang kayak blank. Terus kita harus ngisi pertanyaan itu dari video-videonya. Terus ada video penjelasannya kayak video konten tapi isinya konten tuh konten tentang bahasa Inggris gitu. Terus aku ngikutin dari beberapa akun juga itu juga nguploadnya tuh konten-konten yang tentang bahasa Inggris. Kayak kampung Inggris kan banyak konten-konten kayak gitu.”
Student 7	R	Apa alasan kamu memilih Instagram sebagai media untuk belajar bahasa Inggris?
	S7-FL	“Instagram itu kaya aplikasi dalam bentuk hiburan gitu. Jadi kita belajar tuh

		enggak kerasa kalau kita lagi belajar gitu. Paling kan scroll gitu. Oh ketemu nanti kita tertarik. Terus aku melihat jadi kayak belajar, tapi rasanya tuh santai gitu, kalau youtube kan kita harus mantengin beberapa menit sedangkan Instagram paling satu menit. Jadi nggak kerasa kalau kita lagi belajar tapi masuk, jadi lebih fleksibel.”
Student 7	R	Menurut kamu, bagaimana peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S7-LB	“Dulu pas SMP SMA efektif, tapi untuk kuliah ini tuh mungkin karena kalau di Instagram konten-konten itu kebanyakan targetnya itu buat anak-anak yang SMP-SMA gitu ya mbak kayak rumus-rumus gitu kan. Kalau di kuliah kan paling itu di mata kuliah yang kayak grammar gitu. Jadi materi yang didapet masih kurang masuk untuk kuliah. Jadi peranannya cukup efektif untuk meningkatkan skill dasar bahasa inggris aja.”
Student 7	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam meningkatkan bahasa Inggris?
	S7-FL	“iya kak saya kan pernah join live yang diadakan oleh seorang guru bahasa Inggris di Instagram, dan saya mendapat kesempatan untuk bertanya serta mendapatkan koreksi atas pengucapan saya.”
Student 7	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?

	S7-LB	“Saya dulu pernah join grup diskusi yang fokus pada TOEFL preparation, dan itu sangat membantu dalam meningkatkan keterampilan saya.”
Student 7	R	Apa manfaat yang kamu rasakan dari belajar bahasa Inggris dengan Instagram?
	S7-LB	“Sangat membantu buat yang ga terlalu suka belajar formal, karena Instagram sifatnya lebih santai jadi bisa scroll sosmed sekalian belajar.”
Student 7	R	Apa ada kendala yang anda temui saat belajar bahasa Inggris dengan Instagram?
	S7	“pasti mba karena Instagram memang bukan aplikasi yang khusus untuk belajar, jadi kadang ke distract scroll atau baca yang lain. Tapi sejauh ini algoritma Instagram masih rapih tergantung exploring yang biasa kita cari.”
Student 8	R	Dari hasil kuesioner kamu memilih Instagram sebagai media sosial yang paling sering dipakai untuk meningkatkan kemampuan bahasa Inggris, bisa dijelaskan bagaimana kamu belajar bahasa inggris dengan Instagram?
	S8-CD	“Sebenarnya enggak yang spesifik belajar si kak, kayak misalnya aku menemukan konten-konten tentang belajar bahasa Inggris gitu sih. Jadi aku dapat insight baru tentang bahasa Inggris, belajar bahasa Inggris gimana yang baik atau pengucapan- pengucapan gitu. Jadi dari itu sih dari konten-konten yang lewat.”

Student 8	R	Apa alasan anda menggunakan Instagram sebagai media untuk belajar bahasa Inggris?
	S8-FL	“Pastinya kan di Instagram tuh kan gampang diakses gitu ya. Dan kayak Instagram itu menunya kan kayak bisa reels gitu kan. Jadi ada visual tapi juga ada captionnya. Jadi kita bisa menangkap maksud dari visual itu juga.”
Student 8	R	Menurutmu bagaimana peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S8-LB	“Bagus sih mba, karena sekarang udah ada reels gitu ya yang kayak videonya tuh enggak harus lama-lama. Tapi tuh kadang tuh justru kalau singkat pun justru kita malah jadi paham gitu loh untuk belajar itu sih.”
Student 8	R	Apakah kamu pernah mendapatkan bantuan dari pengguna Instagram lain dalam meningkatkan bahasa Inggris?
	S8-CD	“kebetulan saya belum pernah bertanya atau meminta bantuan ke pengguna Instagram lain kak, jadi saya lebih suka belajar sendiri melalui konten yang ada di Instagram”
Student 8	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S8-LB	“kalo saya cuma aktif follow akun akun yang berisi pembelajaran bahasa Inggris si kak, jadi engga join ke grup atau komunitas diskusi gitu”

Student 8	R	Apa manfaat yang kamu dapatkan dari belajar bahasa Inggris dengan Instagram?
	S8-LB	“pastinya karena kan yang kita nonton konten apa video atau mungkin feed gitu kan. Jadinya bakal keingat terus kalau misalnya itu videonya pendek jadi kemungkinan untuk lebih diingatnya tuh lebih besar gitu.”
Student 8	R	Apa kendala yang kamu dapatkan saat belajar dengan Instagram?
	S8-CL	“kendalanya palingan itu si kalau misalnya kayak artinya ya nggak tahu gitu. Jadi ya kayak harus translate dulu gitu sih. Kemudian kendala misalnya kendala yang dalam mengakses content itu mungkin sinyal atau internet”
Student 9	R	Dari hasil kuesioner kamu memilih Instagram sebagai media sosial yang paling sering dipakai untuk meningkatkan kemampuan bahasa Inggris, bisa dijelaskan bagaimana kamu belajar bahasa Inggris dengan Instagram?
	S9-CD	Kita hidup di era globalisasi. Tentunya kita tuh selalu beriringan dengan digitalisasi, begitupun belajar. Nah aku merasa dengan platform media sosial Instagram ini sangat membantu aku untuk menemukan informasi terbaru. Aku juga mengikuti beberapa konten dari luar negeri untuk membantu meningkatkan skill bahasa Inggrisku.
Student 9	R	Apa alasan kamu memilih Instagram sebagai media untuk belajar bahasa Inggris?

	S9-FL	Iya jadi banyak banget platform dan media sosial yang menyediakan belajar bahasa Inggris tapi aku lebih nyamannya di Instagram, karena lebih seru dan kesannya santai. Missal kita lagi lihat story terus muncul question box atau kuis-kuis itu juga dapat membantu skill dasar kita.
Student 9	R	Menurut anda, bagaimana peranan Instagram sebagai alat pembelajaran bahasa Inggris?
	S9-LB	Kalau menurut aku peranan Instagram Instagram lumayan cukup berpengaruh si. Karena seperti yang kita tahu, gen Z kan sudah menggunakan media sosial, terutama Instagram yang paling sering digunakan. Menurut aku dengan adanya aplikasi Instagram ini juga lumayan mempengaruhi untuk meningkatkan skill bahasa Inggris.
Student 9	R	Apakah anda pernah mendapatkan bantuan dari pengguna Instagram lain dalam memahami atau meningkatkan bahasa Inggris?
	S9-FL	“saya pernah mendapatkan bantuan dari pengguna lain ketika saya mengomentari sebuah video tentang pronunciation, dan seorang pengguna lain mengoreksi serta memberikan saran yang lebih baik”
Student 9	R	Apakah anda sering berpartisipasi dalam grup diskusi atau komunitas pembelajaran bahasa Inggris di Instagram?
	S9-FL	“saya berinteraksi dengan mengikuti sesi diskusi live di Instagram dan berinteraksi

		dengan pengguna lain dalam kolom komentar”
Student 9	R	Apa manfaat yang anda dapatkan belajar bahasa inggris dengan Instagram?
	S9-CD	Kalau untuk manfaatnya sangat bermanfaat banget sih ka. Jadi aku kan kurang banget gitu dalam penemuan kosakata itu kurang banget tapi dengan missal aku kaya ngeliat instastory, terus ada lirik lagunya terus ada akun khusus untuk belajar bahasa inggris itu sangat ngebantu si kak dengan media-media yang digunakan. Jadi merasa terbantu dengan konten-kontennya terus kita juga bisa searching di explore dengan hashtag #learnenglish dari situ nanti algoritma tentang konten bahasa Inggrisnya akan lebih rapih.
Student 9	R	Apa kendala yang kamu temui saat menggunakan Instagram sebagai media belajar?
	S9-CL	“Oh kendala spesifik ya mungkin ini si ka sering itu Instagram lumayan menyedot kuota.”

D. Appendix 4 Result of Questionnaire

The Most Frequently Used Social Media to Improve English Language Skills

Type of Social Media	Frequency	Percentage
Facebook	0	0%
Instagram	11	100%
Youtube	0	0%
Twitter	0	0%
WhatsApp	0	0%

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

Students Feeling on Using Instagram for learning English

No	Statement					TOTAL
		SA	A	D	SD	
1.	Learning using Instagram is fun and pleasing.	4	7	0	0	11
		36,4%	63,6%	0%	0%	100%
2.	Instagram increases my confidence toward EFL learning.	2	8	1	0	11
		18,2%	72,7%	9,1%	0%	100%
3.	Instagram reduces my anxiety towards EFL learning.	2	7	2	0	11
		18,2%	63,6%	18,2%	0%	100%
4.	Learning through Instagram	1	10	0	0	11

	reinforces self-independent learning.	9,1%	90,9%	0%	0%	100%
5.	Instagram forms a more relaxed and stress-free language learning environment.	3	8	0	0	11
		27,3%	72,7%	0%	0%	100%
6.	Instagram provides various sources for learning English.	4	6	1	0	11
		36,4%	54,5%	9,1%	0%	100%
7.	Instagram is easy to be used for learning English.	4	7	0	0	11
		36,4%	63,6%	0%	0%	100%
8.	I can Instagram anytime and anywhere.	7	4	0	0	11
		63,6%	36,4%	0%	0%	100%
9.	It it easy to communicate with other people through Instagram	5	6	0	0	11
		45,5%	54,5%	0%	0%	100%

English Language Skills and Components Utilized in Instagram

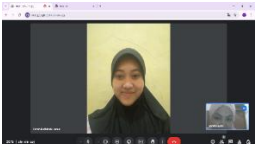
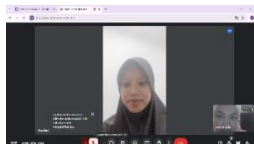
No	Statement					TOTAL
		SA	A	D	SD	
1.	It gives me opportunity to improve English listening skill.	2	9	0	0	11
		18,2%	81,8%	0%	0%	100%

2.	It gives me opportunity to improve English speaking skill.	1	6	4	0	11
		9,1%	54,5%	36,4%	0%	100%
3.	It gives me opportunity to improve reading skill.	1	10	0	0	11
		9,1%	90,9%	0%	0%	100%
4.	It gives me opportunity to improve English writing skill.	0	10	1	0	11
		0%	90,9%	9,1%	0%	100%
5.	It gives me opportunity to enhance my vocabulary.	3	8	0	0	11
		27,3%	72,7%	0%	0%	100%
6.	It gives me opportunity to enhance grammar knowledge.	0	11	0	0	11
		0%	100%	0%	0%	100%
7.	It gives me opportunity to enhance my pronunciation.	2	9	0	0	11
		18,2%	81,8%	0%	0%	100%

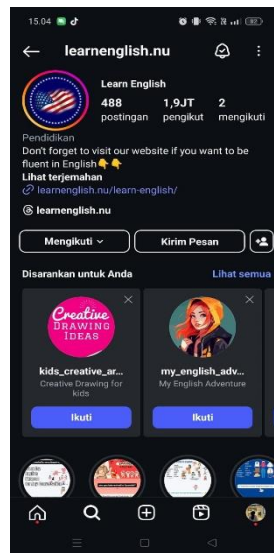
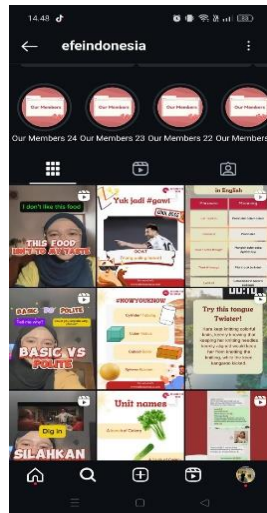
Students Perceive on the challenges of using Instagram for learning English

No	Statement					TOTAL
		SA	A	D	SD	
1.	On Instagram there is inappropriate content	2	5	4	0	11
		18,2%	45,5%	36,4%	0	100%
2.	I feel distracted while using Instagram for learning English	1	5	5	0	11
		9,1%	45,5%	45,5%	0%	100%
3.	Instagram affects my mental and health	1	3	5	2	11
		9,1%	27,3%	45,5%	18,2%	100%
4.	I have a problem related to signal, gadget, and mobile data	1	4	6	0	11
		9,1%	36,4%	54,5%	0%	100%
5.	Personal data are phone to be abuse.	0	7	4	0	11
		0%	63,6%	36,4%	0%	100%

E. Appendix 5 Documentation

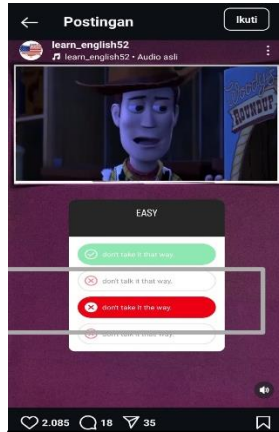
Student 1 	Student 2 	Student 3 
Student 4 	Student 5 	Student 6 
Student 7 	Student 8 	Student 9 

F. Appendix 6 Instagram Accounts for Learning English



G. Appendix 7 Students Participate in Instagram

Student 1



Students learn by doing quizzes on video reels post

Student 2



Students learn by participating through comments on learning posts.

Student 3



Students join learning communities but do not actively participate in activities

Student 4



Students improve their English skills through the stories feature shared by English learning accounts

Student 5



Students actively participate in activities in the learning community by completing quizzes in the community, then students actively practice their writing skills by creating English captions.

Student 6



Students interact with mentors in discussion groups that students follow on Instagram

Student 7



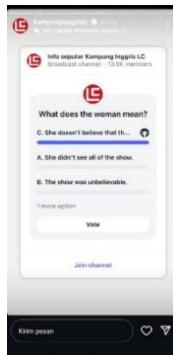
Student only study according to the accounts that pass by on the homepage, not actively participating in learning.

Student 8



Student only follow learning accounts and learn through shared video reels but do not actively participate

Student 9



Student use the hashtag #learnenglish to tidy up the algorithm on the homepage, but student are not active in learning on special accounts, only taking quizzes shared via stories by English learning accounts.

H. Appendix 8 Advisor Appoinment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: II. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 2 Mei 2024

Nomor : 1515/Un.10.3/I4/D4.04/04/2024,
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Nabilla Aulia Himmawati
NIM : 2103046011
Judul : Exploring Instagram's Role in the Shifting Landscape Language Learning Environment

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dr. Nuna Mustikawati Dewi, M.Pd. 4
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

CURRICULUM VITAE

A. Personal Identity

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Place and Date : Pemalang, November 26, 2002
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E-mail : auliahimmawati26@gmail.com

B. Educational Background

1. TK Aisyiyah Pamutih
2. MI Muhammadiyah Pamutih
3. SMP Muhammdiyah 2 Comal
4. SMA Negeri 1 Comal

Semarang, 17 February 2025



Nabilla Aulia Himmawati