

Students' Perception Towards Instagram as English Mobile Learning

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ABSTRACT

This study explores students' perceptions of Instagram as a medium for English language learning, focusing on its role in enhancing engagement, creativity, and language skills. Conducted with English Education students from Universitas Negeri Manado, the research utilizes a quantitative approach and a closed-ended questionnaire, collecting data from 45 participants who actively use Instagram. The findings indicate that students perceive Instagram positively, noting its visually engaging and interactive platform as conducive to learning. Key benefits highlighted include increased engagement, enjoyment, and motivation, with Instagram's multimedia and social features creating a dynamic environment where students feel more connected to peers and content. Additionally, Instagram is seen as a valuable tool for vocabulary acquisition and exposure to authentic English language use, particularly through real-world examples provided by native speakers and educational accounts. However, some limitations were identified, such as distractions inherent to the platform and a perceived lack of support for developing learning independence. Overall, the study suggests that Instagram holds significant potential as a supplementary educational tool, which, when thoughtfully integrated, can complement traditional methods and foster a more engaging and socially connected learning experience.

Keywords: English learning, Instagram, students' perception

INTRODUCTION

The use of social media can be a powerful educational tool to make the students more interested to learn English, provides unique and dynamic learning experiences to students and teachers alike. As an academic device, the social media has become common tools that used on academic institution by everyone to share academic works, research findings, book reviews, and communicate with their peers and teachers. (Gibson, 2012).

Social media is considered to be a great source of materials which teachers may adapt in their English classes because one of the reason is easy for student to learn an English word from the text in social media which unique and develop by creative way, it is also in line as stated by Sabudu (2019) that “words learnt in relax are easier to remember than those learnt under pressure”, instead social media can help to increase communication skills and provide a ‘back door’ for shy learners. While many students struggle with speaking in front of their classmates, they may feel more comfortable ‘speaking’ on social media. This provides an outlet for students who are too intimidated to raise their hands in class.

Furthermore, social media relies on the written word, making it an excellent means of improving writing skills. There are some opinions from the researchers related to the use of the social media; firstly, potentials for better learning. If social media are used in teaching, the opportunities to express oneself, participate, collaborate, find information, knowledge sharing and storage, process writing, students production, teacher feedback, reflect and learn together are expanded (Kodri, 2022). Secondly, engage students in the practice of English, because teachers of second/foreign language could be a good example for students to improve their ability in the target language (Nihta, 2015:5), it is one of the important aspect that must be aware from teachers in this situation, because speaking also become one of the necessarily skill in this era. Students who use social media in their courses increase their technology and communication skills are more creative and more open to diverse ideas (Kuning, 2020). Thirdly, provide more authentic input. Social media provides real life language and models how native speakers actually interact with each other. Teacher can suggest the students keep the unfamiliar vocabulary or structure they find on social media sites to discuss in class. Fourthly, encourage students to interact with each other in class and online. Students who use social media tend to support each other and even act as mentors (Halverson in Mukhtar &Latifa, 2019). Fifth, develop critical thinking skills. Online discussion forums can increase students’ critical thinking skills. Create a Google

group or Facebook group and post questions for discussion, monitor the discussion to clarify or encourage students to think more deeply about a topic. Sixthly, personalize learning. The brains of young people are different today than they were a generation ago.

Specifically, the implementation of English learning as an English mobile learning will be focuses on the use of Instagram as a popular social media among the millennial generation. Vianti and Palmi (2014) in Tirani (2016) stated that Instagram is a social media that works to take photos, apply digital filters, and share them through Instagram and other social media. Instagram is also a language learning media.

According to Khalitova and Gimaletdinova (2016), Instagram is one of the facility for students to develop their listening comprehension skill. Students learn to understand the information or opinions by watch video on Instagram. Furthermore, Instagram also helps students to develop their speaking skill. Al Ali (2014) argued that the role of Instagram as a mobile Learning tool to develop students speaking skill. Students practice their speaking using many of Instagram's features. Then, Instagram is tool to develop students' reading skill. Students develop their reading skill by Instagram. Handayani (2016) stated that Instagram is a learning tool to develop students reading skill. Students use Instagram to communicate with others. So, students should understand the mean of the things that was delivered.

Therefore, the researcher decides to conduct the research with the aim to reveal students' perception towards the use of Instagram as their English mobile learning , the research will be apply at Universitas Negeri Manado, Faculty of Language and Arts, English Education Department especially to the 5th semester students.

THEORETICAL FRAMEWORK

Social Media

Social media platforms are regarded as powerful tools for teaching and learning practices through their nature of openness, interactivity and sociability (Manca&Ranieri,

2016). Replacing the conventional teaching practices, these platforms have become virtual environments for educational purposes especially suitable to enable learners to create, share and receive user generated content by virtue of their interactive features (Vivakaran&Neelamalar, 2018).

In terms of language education, dependence on technological tools and their incorporation into classroom settings not just for student engagement but for interaction in and beyond the classroom (Lomicka& Lord, 2016) have paved the way for using social media to maximize the student exposure to the language in addition to providing authentic language learning, by means of socialization, contextualization and utilization. In addition, having no time and space limit features (Ali, Yaacob, Al-Amin Bin Endut, &Langove, 2017) social media platforms provide authentic and learner generated language content enhancing student learning, confidence and motivation through collaboration. Thus, social media platforms create enjoyable and stress free learning spaces tackled by educators to turn students' social media enthusiasm into a learning opportunity (McCarroll& Curran, 2013).

Instagram

Instagram is a smartphone application specifically for media. According to Moreau (2018), says that Instagram is a social networking app made for sharing photos and videos from a smartphone. Instagram is one of popular platform social media that widely used by your learners. Instagram can also provide inspiration for its users and can also increase creativity, because Instagram has features that can make photos more beautiful, more artistic and better (Atmoko, 2012:10). The students can create their own account and update every kind of activities they want to share. Their followers may like their picture or video and give comment. According to Bambang in (Atmoko, 2012: 10), Instagram is an application. From smartphones that are specifically for social media which is one of the media Digital functions are almost the same as twitter, but the difference lies in the taking of photos in a form or place to share information against users.

Instagram can be used as a learning media for several compelling reasons. First, its widespread usage makes it a highly accessible platform for both students and educators. As Boy and Justus Uitermark (2016) point out, with millions of users globally, Instagram is familiar to most students, providing a natural entry point for integrating learning activities into a platform they already use regularly. This reduces the learning curve associated with new technologies, allowing educators to focus on content rather than teaching students how to use the platform itself.

Another reason Instagram is suitable for learning is its visual and interactive nature. Learning is enhanced when students can actively participate and express their understanding through various media. Instagram allows students to create and share photos, videos, and even live content, making learning more engaging and dynamic. As Atmoko (2012) notes, the platform's features encourage creativity, giving students the opportunity to present their work in visually appealing ways, which can enhance their motivation and involvement in the learning process.

Instagram also promotes interactive, collaborative learning. Moreau (2018) highlights how the platform enables users to interact through comments, likes, and direct messaging. Instagram can boost students' motivation and creativity. According to Pujiati, H., and Tamela, E. (2019), social media, including Instagram, captivates students' attention and motivates them to engage with learning materials in creative ways. Warda and Ameria (2019) explain that Instagram helps students improve their writing skills through the creation of captions, descriptions, and storytelling. This blend of visual and textual learning encourages students to develop clear, concise, and effective communication, making Instagram not only a platform for creativity but also a tool for building essential academic skills.

In sum, Instagram's accessibility, visual and interactive features, capacity for real-time collaboration, ability to inspire creativity, and support for skill development make it an effective medium for learning.

Perception

Perception is an act to perceive an opinion on something in an environment. Perception is a word that is closely related to human psychology, it has been defined in various ways, according to Harvey and Smith in Taqwiem (2021) perception is a process in assessing or building impression toward various thing that exist in the human senses. While according to Nelson and Quick (1997) in Wibowo (2013) said that perception is a process used to analyze information provided by others. Rao and Narayan in Zulhernanda(2018) also stated that "perception is the process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment". Discussion of perception often contains various meanings, the varying meanings lie in the connotation of the term perception itself. The next definition of perception according to the Unumeri in Nandita (2021) is "the perception is defined in accordance with the opinions and views of someone". And according to Solso (2008), perception is an advanced cognitive level in the interpretation of sensory information or referred to the interpretation of things that people sense.

There are many factors that affecting perception, all of which have been explained by experts in their books. According to Mahmud (1989) perception is affected by 3 things, that are 1) mental factors, 2) emotional atmosphere, and 3) strong desire or attitude. Even so, Siagian (1989) in his book stated that according to him there are 2 other factors that affecting perception, including: 1) the target of perception, if someone sees something and tries to provide an interpretation of what he or she sees, he or she is affected by the target of the perception, this target could be in the form of objects, people, or events. 2) situation factors, perceptions must be viewed contextually which means the need to pay attention to the current situation of perception. In addition, according to Walgito in Mardianti (2018), there are 3 factors that influence perception, that are 1) perceived object, 2) Sensory organs, nerves, and central nervous system and last 3) attention. Based on the explanation above, it can be

concluded that there are several things that affecting a person in responding to perceptions or the process of responding.

RESEARCH METHODOLOGY

In this research, the researcher used quantitative method of data with questionnaire to the participants, in this case how the students' perception about the use of Instagram as their English mobile learning. which is analyzing the data by illustrating the object of the research (Kristina Nike. A 2006:31).

The population of this study is college students at English Education Department, Faculty of Language and Arts, Universitas Negeri Manado. There are several classes that spread into Education and Literature program in academic period 2023/2024, and the sample will be taken from all class randomly for 15 students who have Instagram account and always use that in their daily routine.

The instrument in this study is questionnaire. Questionnaire is a number of written questions that are used to get information from the participants about things they known. The questionnaire that will use in this study is closed-ended questionnaire. "A closed-ended survey question is one that provides respondents with a fixed number of responses from which to choose an answer" (Lavrakas, 2008).

The researcher used questionnaires to collect the data. According to Arikunto (2002:128), a questionnaire is number of written questions that are used to gather information from the respondents about themselves or other things to know. The steps were as follows:

1. The questionnaires were distributed to the participants.
2. The questionnaires were collected after the participants have finished answering the questionnaire.
3. The data was processed.
4. The questionnaires were counted and grouped based on the type of responses

5. The questionnaire's results were provided in the form of percentages.

The data collected then was analyzed in statistical descriptive way by using percentage formula below:

P = Percentage

F =Frequency

N = Number of sample

100% = Constants value

(Brown, 2004)

$$p = \frac{f}{N} \times 100\%$$

FINDINGS AND DISCUSSIONS

Based on the research toward the perception of 45 students at English Education Department, Faculty of Language and Arts, Universitas Negeri Manado, the researcher showed in this chapter the findings of this research. The first part is that students are asked to enter their name and class, the second part contains questionnaire with a total 16 statements and uses the Likert Scale model. They are expected to choose a scale of 1-5 for each statement given, noted as, Strongly Disagree = SD, Disagree = D, Neutral = N, Agree = A, Strongly Agree = SA. The data collected through a questionnaire with a total of 30 responses can be seen in the following table.

The responses of each statement can be seen below.

Statement	Likert Scale				
	SD	D	N	A	SA
Statement 1	0	1	17	20	7
Statement 2	0	1	13	20	11
Statement 3	1	2	9	21	12
Statement 4	7	19	12	7	0
Statement 5	9	19	16	1	0
Statement 6	0	0	13	23	9
Statement 7	0	2	15	18	10
Statement 8	3	20	15	5	2
Statement 9	10	21	12	2	0
Statement 10	8	17	15	5	0
Statement 11	0	2	8	21	14
Statement	0	0	13	24	8

12

Statement

0 0 5 26 14

13

Statement

0 0 3 30 12

14

Statement

0 0 6 29 10

15

Statement

0 0 8 28 9

16

The following table shows the result in percentage table.

Statement	Likert Scale				
	SD	D	N	A	SA
Statement 1	0%	2.22%	37.77%	44.44%	15.55%
Statement 2	0%	2.22%	28.88%	44.44%	24.44%
Statement 3	2.22%	4.44%	20%	46.67%	26.67%
Statement 4	15.55%	42.22%	26.667%	15.56%	0%
Statement	20%	42.22%	35.56%	2.22%	0%

5

Statement	0%	0%	28.89%	57.5%	20%
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6

Statement	0%	4.44%	33.33%	40%	22.22%
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7

Statement	6.67%	44.44%	33.33%	11.11%	4.44%
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8

Statement	22.22%	46.67%	26.67%	4.44%	0%
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9

Statement	17.78%	37.78%	33.33%	11.11%	0%
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10

Statement	0%	4.44%	17.78%	46.67%	31.11%
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11

Statement	0%	0%	28.89%	53.33%	17.78%
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12

Statement	0%	0%	11.11%	57.78%	31.11%
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13

Statement	0%	0%	6.67%	66.67%	26.67%
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14

Statement	0%	0%	13.33%	64.44%	22.22%
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15

Statement	0%	0%	17.78%	62.22%	20%
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In response to Statement 1, out of the 45 total responses, there were no responses in the Strongly Disagree category. One response, or approximately 2.22%, fell into the Disagree category. Additionally, there were 17 responses, or approximately 37.78%, in the Neutral category. Twenty responses, or approximately 44.44%, fell into

the Agree category. Finally, seven responses, or approximately 15.56%, were in the Strongly Agree category.

In response to Statement 2, out of the 45 total responses, there were no responses in the Strongly Disagree category. One response, or approximately 2.22%, fell into the Disagree category. Additionally, there were 13 responses, or approximately 28.89%, in the Neutral category. Twenty responses, or approximately 44.44%, fell into the Agree category. Finally, eleven responses, or approximately 24.44%, were in the Strongly Agree category.

In response to Statement 3, out of the 45 total responses, one response, or approximately 2.22%, fell into the Strongly Disagree category. Two responses, or approximately 4.44%, fell into the Disagree category. Additionally, there were nine responses, or approximately 20%, in the Neutral category. Twenty-one responses, or approximately 46.67%, fell into the Agree category. Finally, twelve responses, or approximately 26.67%, were in the Strongly Agree category.

In response to Statement 4, out of the 45 total responses, there were seven responses, or approximately 15.56%, in the Strongly Disagree category. Nineteen responses, or approximately 42.22%, fell into the Disagree category. Additionally, there were twelve responses, or approximately 26.67%, in the Neutral category. Seven responses, or approximately 15.56%, fell into the Agree category. Finally, there were no responses in the Strongly Agree category.

In response to Statement 5, out of the 45 total responses, there were nine responses, or approximately 20%, in the Strongly Disagree category. Nineteen responses, or approximately 42.22%, fell into the Disagree category. Additionally, there were sixteen responses, or approximately 35.56%, in the Neutral category. One response, or approximately 2.22%, fell into the Agree category. Finally, there were no responses in the Strongly Agree category.

In response to Statement 6, out of the 45 total responses, there were no responses in the Strongly Disagree category. Additionally, there were no responses in the Disagree category. Thirteen responses, or approximately 28.89%, fell into the Neutral category. Twenty-three responses, or approximately 51.11%, fell into the Agree category. Finally, nine responses, or approximately 20%, were in the Strongly Agree category.

In response to Statement 7, out of the 45 total responses, there were no responses in the Strongly Disagree category. Two responses, or approximately 4.44%, fell into the Disagree category. Additionally, there were fifteen responses, or approximately 33.33%, in the Neutral category. Eighteen responses, or approximately 40%, fell into the Agree category. Finally, ten responses, or approximately 22.22%, were in the Strongly Agree category.

In response to Statement 8, out of the 45 total responses, there were three responses, or approximately 6.67%, in the Strongly Disagree category. Twenty responses, or approximately 44.44%, fell into the Disagree category. Additionally, there

were fifteen responses, or approximately 33.33%, in the Neutral category. Five responses, or approximately 11.11%, fell into the Agree category. Finally, there were two responses, or approximately 4.44%, in the Strongly Agree category.

In response to Statement 9, out of the 45 total responses, there were ten responses, or approximately 22.22%, in the Strongly Disagree category. Twenty-one responses, or approximately 46.67%, fell into the Disagree category. Additionally, there were twelve responses, or approximately 26.67%, in the Neutral category. Two responses, or approximately 4.44%, fell into the Agree category. Finally, there were no responses in the Strongly Agree category.

In response to Statement 10, out of the 45 total responses, there were eight responses, or approximately 17.78%, in the Strongly Disagree category. Seventeen responses, or approximately 37.78%, fell into the Disagree category. Additionally, there were fifteen responses, or approximately 33.33%, in the Neutral category. Five responses, or approximately 11.11%, fell into the Agree category. Finally, there were no responses in the Strongly Agree category.

In response to Statement 11, out of the 45 total responses, there were no responses in the Strongly Disagree category. Two responses, or approximately 4.44%, fell into the Disagree category. Additionally, there were eight responses, or approximately 17.78%, in the Neutral category. Twenty-one responses, or approximately 46.67%, fell into the Agree category. Finally, fourteen responses, or approximately 31.11%, were in the Strongly Agree category.

In response to Statement 12, out of the 45 total responses, there were no responses in the Strongly Disagree category. Additionally, there were no responses in the Disagree category. Thirteen responses, or approximately 28.89%, fell into the Neutral category. Twenty-four responses, or approximately 53.33%, fell into the Agree category. Finally, eight responses, or approximately 17.78%, were in the Strongly Agree category.

In response to Statement 13, out of the 45 total responses, there were no responses in the Strongly Disagree category. Additionally, there were no responses in the Disagree category. Five responses, or approximately 11.11%, fell into the Neutral category. Twenty-six responses, or approximately 57.78%, fell into the Agree category. Finally, fourteen responses, or approximately 31.11%, were in the Strongly Agree category.

In response to Statement 14, out of the 45 total responses, there were no responses in the Strongly Disagree category. Additionally, there were no responses in the Disagree category. Three responses, or approximately 6.67%, fell into the Neutral category. Thirty responses, or approximately 66.67%, fell into the Agree category. Finally, twelve responses, or approximately 26.67%, were in the Strongly Agree category.

In response to Statement 15, out of the 45 total responses, there were no responses in the Strongly Disagree category. Additionally, there were no responses in the Disagree category. Six responses, or approximately 13.33%, fell into the Neutral

category. Twenty-nine responses, or approximately 64.44%, fell into the Agree category. Finally, ten responses, or approximately 22

The last is Statement 16 with all 45 responses considered, none fell into the Strongly Disagree or Disagree categories. The Neutral category saw the participation of eight responses, accounting for approximately 17.78%. Moreover, 28 responses, constituting approximately 62.22%, agreed with the statement. Finally, nine responses, around 20%, strongly agreed.

There are some points that the researcher intended to research about related to the usage of Instagram in learning English. There are some points discussed that talks about engagement, enjoyment, creativity, independence in learning, emotional response, optimism, motivation and habit formation, content consumption, vocabulary acquisition exploration and exposure.

Engagement refers to the extent of attention, interest, and participation that learners bring to their educational experience. Parsons and Taylor (2011) describe engagement as students' active involvement in learning, which can be evaluated based on factors such as interest, time spent on tasks, and enjoyment. This perspective of engagement goes beyond traditional metrics like attendance or test scores and includes more quantitative aspects, reflecting how students interact with and experience the learning process.

Enjoyment, as a sense of pleasure or satisfaction, is crucial for a well-rounded life (Hernik&Jaworska, 2018). In an educational context, enjoyment enhances the learning

experience by keeping students engaged and motivated. Platforms like Instagram, with their interactive and visually stimulating content, can make learning feel less like a chore and more like an enjoyable activity.

Creativity is the capacity to develop innovative ideas that transform theoretical concepts into practical achievements (Sternberg, 1996). In a learning context, creativity encourages students to think outside traditional frameworks and express ideas in original ways. Instagram, as a platform that allows students to create content such as stories, posts, or reels, can stimulate creative uses of language and visual storytelling.

Independence in learning refers to a learner's ability to self-direct their educational process without relying on others (Eriyanto et al., 2021). Instagram, despite not being a primary tool for independent learning, offers features that encourage autonomy, such as following educational accounts and saving posts for future reference.

Emotional responses in learning describe the feelings students experience in reaction to their educational activities (Marettih et al., 2022). On Instagram, these responses can range from excitement, which can motivate further engagement, to stress from information overload, highlighting the need for managing emotional responses during learning.

Optimism, defined as the expectation of favorable outcomes (Scheier & Carver, 1985 in Gómez et al., 2018), and confidence, which refers to a learner's belief in their abilities (Norman & Hyland, 2003 in Akbari & Sahibzada, 2020), both play significant roles in a student's motivation and progress. Positive experiences, like completing

creative projects on Instagram or receiving supportive feedback, can enhance students' confidence and optimism in their language-learning abilities.

Motivation drives students to take action in their learning process (Lumentut&Lengkoan, 2021; Mentang, Tuna & Liando, 2022), while habit formation involves the repetition of behaviors until they become automatic (Lally et al., 2010). Both concepts contribute to sustained engagement with learning tasks.

Content consumption involves engaging with various types of media, such as articles, videos, and social media posts. Bilal (2014) argues that consuming content is an essential part of learning, as it exposes students to new ideas and enhances their ability to understand and process complex concepts.

Vocabulary acquisition, according to Nation (2013), is the process of learning new words and their meanings, which is fundamental to language learning. Vocabulary is best acquired through explicit instruction, incidental learning, and repeated exposure in meaningful contexts.

Exploration in learning refers to the active search for new knowledge, ideas, or experiences (Thomas & Brown, 2011). This process encourages curiosity, autonomy, and critical thinking, helping students develop a deeper understanding of the subject matter.

Exposure, as explained by Krashen (1985), involves engaging with new information or cultural materials. Exposure to language through reading, listening, and

interacting with fluent speakers is vital for language acquisition, with comprehensible input being key for language development.

Each of the elements above highlight different aspects of Instagram's potential in creating an enriched and effective learning environment. Those points were discussed below.

Engagement and Enjoyment: Statements 1 and 2 indicate a positive response towards using Instagram for learning English, with a significant portion of respondents expressing enjoyment and excitement. Specifically, Statement 1 highlights that 44.44% of respondents strongly agree that they enjoy learning English when Instagram is used in teaching. Similarly, Statement 2 suggests that 24.44% strongly agree that they are excited to learn English using Instagram as a learning medium. These responses suggest that Instagram has the potential to engage learners and foster enthusiasm for language learning.

Creativity: Statement 3 suggests that using Instagram can stimulate creativity, with approximately 26.67% of respondents strongly agreeing with this statement. This indicates that a notable portion of learners perceive Instagram as a platform that encourages creative thinking. The multimedia content and interactive features of Instagram may provide learners with opportunities to explore diverse perspectives and express their ideas creatively.

Independence in Learning: Statement 4 implies that Instagram may not significantly increase independence in learning English, as only 4.44% of respondents

strongly agree that it can increase independence. Statement 7 also implies that Instagram may not really increase students' learning especially for the listening skill. This suggests that while Instagram offers access to various learning resources, it may not be perceived as a primary tool for fostering independent learning skills among learners.

Emotional Response: Statement 5 indicates that using Instagram for English learning may evoke feelings of tension in some learners, with 20% of respondents strongly agreeing with this statement. This suggests that while Instagram offers learning opportunities, it may also present challenges or stressors for certain individuals, such as difficulty understanding content or feeling overwhelmed by the abundance of information.

Optimism and Confidence: Statements 6 and 8 highlight varying responses regarding optimism and confidence in language skills. While Statement 6 suggests that 15.56% of respondents strongly agree that using Instagram makes them optimistic about reading in English, Statement 8 indicates that only 4.44% strongly agree that it increases confidence in speaking. These differences in responses suggest that learners may perceive Instagram differently in terms of its impact on different language skills.

Motivation and Habit Formation: Statements 9 and 10 suggest that Instagram may not significantly impact motivation or habit formation in English learning. With only 26.67% of respondents strongly agreeing that Instagram motivates them to think creatively (Statement 9) and no respondents strongly agreeing that it changes their

English learning habits (Statement 10), it appears that Instagram may not be perceived as a transformative tool for all learners in terms of motivation and habit formation.

Content Consumption and Vocabulary Acquisition: Statements 11, 12, 13, and 14 highlight the active engagement of learners with content on Instagram. With respondents indicating that they save content for future learning and vocabulary acquisition, it suggests that Instagram serves as a valuable resource for language learners to explore authentic language use and expand their vocabulary.

Exploration and Exposure: Statements 15 and 16 emphasize the role of Instagram in facilitating exploration and exposure to English language content. With respondents indicating that they explore Instagram reels, watch podcasts, or American TV shows, it suggests that Instagram offers learners opportunities to engage with diverse language materials and cultural contexts beyond traditional learning environments.

The findings reveal that students generally perceive Instagram positively as a tool for learning English, particularly appreciating its ability to make learning engaging and enjoyable. Instagram's familiar and interactive format seems to foster creativity and motivate learners to explore language in new ways, especially through visual and multimedia content. However, while Instagram supports engagement and vocabulary building, it may be limited in promoting independent learning or skill-specific development, such as listening and speaking confidence. Some students also

experience tension, likely due to information overload or challenges in processing diverse content formats.

Overall, Instagram proves most effective as a supplementary resource for enhancing engagement, creativity, and real-world language exposure. To maximize its educational impact, it should be integrated thoughtfully alongside structured learning, supporting comprehensive language skill development.

CONCLUSION

It can be concluded that the perception of the students of the usage of Instagram in learning English is mostly agreed about the usage of Instagram as a Learning media. Students largely perceive Instagram as an effective and engaging tool for learning English, noting its familiar, interactive, and visually dynamic platform as an advantage over traditional resources. Many find the app's features such as stories, reels, and comment sections to offer a more informal, yet collaborative environment where they can connect with peers, ask questions, and share insights. This social aspect enhances students' sense of community and motivation, helping them feel more involved in the language-learning process. Additionally, students appreciate the tailored learning opportunities Instagram provides, as they can follow language-related accounts or topics that align with their personal interests, which deepens engagement and keeps learning relevant.

However, despite these positive perceptions, some students recognize potential drawbacks, such as distractions that stem from the platform's social nature. Nonetheless, most agree that Instagram serves as a valuable supplementary tool, particularly for exposing them to authentic language use and expanding vocabulary. Overall, students perceive Instagram as a beneficial complement to traditional learning, adding interactivity, personalization, and real-world language exposure to their educational experience.

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