STUDENT'S USE OF INSTAGRAM AS A RESOURCE FOR INDEPENDENT LEARNING OF ENGLISH

THESIS

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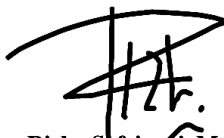
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ABSTRACT

Nowadays, Instagram can be used for learning resource because it is mostly used social media among the students. It also provides English learning contents and it can be found by the students to support their independent learning. This study aims to explore the contents of English learning on instagram used by the students at ELED of UINSA and their experience in optimizing independent learning of English. This study uses qualitative descriptive design to get in-depth and detail information about instagram used as a resource for independent learning of English. There were 8 students of General English class involved as the participants. The result shows that the students mentioned their following instagram accounts that provide English learning contents such as learning contents for speaking, writing, listening, reading, vocabulary, and grammar. However, each participant has their own way in optimizing independent learning such as choosing interesting contents for learning grammar or vocabularies, selecting the content that suits with their interest, taking notes of what they get from instagram, practicing speaking in front of mirror, chatting or talking to foreigners, and choosing an effective tool for their independent learning. This finding highlights that students can find instagram accounts that provide those English learning contents to support and optimize their independent learning.

ABSTRAK

Saat ini, penggunaan instagram dapat dimanfaatkan sebagai sumber belajar karena instagram menjadi sosial media yang populer di antara mahasiswa. Instagram juga menyediakan banyak konten belajar bahasa inggris yang dapat dicari oleh mahasiswa untuk mendukung pembelajaran mandiri. Penelitian ini bertujuan untuk eksplorasi konten belajar bahasa inggris di instagram yang digunakan oleh mahasiswa Pendidikan Bahasa Inggris di UINSA dan juga pengalaman mereka dalam mengoptimalkan kegiatan belajar mandiri mereka. Penelitian ini emnggunakan deskripsi kualitatif untuk mendapatkan informasi yang lebih detail dan mendalam tentang penggunaan instagram sebagai sumber belajar bahasa inggris dalam kegiatan belajar mandiri. Dalam penelitian ini terdapat 8 mahasiswa sebagai partisipan. Hasil penelitian menunjukkan bahwa mahasiswa mengikuti akun instagram yang menyediakan konten belajar bahasa inggris seperti konten belajar untuk *speaking, writing, listening, reading, vocabulary, and grammar*. Setiap partisipan juga memiliki cara masing-masing untuk mengoptimalkan kegiatan belajar mandiri mereka dengan memilih konten yang menarik untuk belajar *grammar* dan *vocabulary*, memilih konten yang sesuai dengan minat mereka, mencatat apa yang mereka dapatkan dari instagram, praktik berbicara di depan kaca dan berkirim pesan dengan warga asing, dan juga memilih alat yang efektif untuk kegiatan belajar mandiri mereka. Dengan hasil penelitian ini, mahasiswa dapat mencari akun-akun yang menyediakan konten belajar bahasa inggris untuk mendukung dan mengoptimalkan kegiatan belajar mandiri mereka.

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CHAPTER I
INTRODUCTION

This section presents the reason for conducting the research. There are several points in this sections; Background of the Study, Research Questions, Objective of the Study, Significance of the Study, Scope and Limit of the Study, and Definition of Key Terms.

A. Background of the Study

Recent years, independent learning has become a necessity for students in the educational process since it can help them to explore their creativity in learning, especially in learning English. There are so many ways for the learners to learn English whether inside or independently outside the educational institution. Fajar and Agustina found that in independent learning, the students can find the best way to learn without depending on a teacher and it can be done with full of motivation, diligence, and confidence[1] which means that learning can be done without the presence of a teacher in presenting learning materials for the students to understand.

Independently based in language learning increasingly applied in higher education.[2] Learning process which prioritizes students' activeness becomes an essential thing in determining their success of learning that can create learning process based on the students' need.[3] Students can facilitate themselves to create their own learning style and decide what to learn and how to learn. As Mustapha and Naeeini explained in their research, independent learners can discuss with each other about what is to be learned,

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[1] Dwi Ario Fajar and Dwi Agustina, 'Independent Learning for Improving English Skills of Students in English Language Education, Pekalongan University', *Surakarta English and Literature Journal*, 2.2 (2019), 67–76.

[2] Vilma Žydžiūnaitė, Margarita Tereseviči ėnė, and Genutė Gedvilienė, 'The Structure of Independent Learning in Higher Education: Students' Attitude', *SOCIETY, INTEGRATION, EDUCATION. Proceedings of the International Scientific Conference*, 1.July (2015), 336

[3] Yosep Kurniawan, 'Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa Dalam Pembelajaran Bahasa Inggris Lembaga Kursus Kelas Anak-Anak', *Prosiding Seminar Nasional*, 2020, 104.

when and how.[4] In this 21st century, education must develop learners in taking responsibility for their own learning.[5] Independent learners assume they provide learning resources by themselves to improve their English proficiency. Therefore, they can utilize technology that has developed in recent years.

It is known widely that technology can build motivation to learn because it has so many kinds of features that can be used to promote independent or autonomous learners.[6] Technology can be considerable as learning media that can help independent learners in providing and understanding materials of language learning. One technology that can be utilized is the appearance of social media. Social media facilitates students to learn new words, phrases and improve their vocabularies.[7] Social media has enough capacity for education that matches with the social context of learning.[8] Social media can be used as learning resources because it provides real-life content that is relevant to the students which is very useful for improving their English skills. It can't be avoided that the use of social media has a huge impact on education since it provides a lot of information and some are freely accessible.

In recent years, one of social media that students are familiar with is instagram although there are other popular social media such as Facebook, Twitter, Youtube, and many others. As many as 90.91% students used instagram as social media which is

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[4] Sara Kashefian-naeeini and Ramlee Mustapha, 'Independent Learning of English Literature Students: Learning from an Iranian Experience', *Geografia : Malaysian Journal of Society and Space*, 12.3 (2016), 201–7.

[5] Liu Woon Chia, John Wang Chee Keng, and Richard M. Ryan, *Building Autonomous Learners: Perspectives from Research and Practice Using Self-Determination Theory*, *British Journal of Educational Studies* (Singapore: Springer, 2019), LXVII

[6] Astiti Dwi Handayani, Bambang Yudi Cahyono, and Utami Widiati, 'The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions', *Studies in English Language Teaching*, 6.2 (2018), 112

[7] Siti Sarah Shazali, Zati Hanani Shamsudin, and Melor Md. Yunus, 'Instagram: A Platform to Develop Student's Writing Ability', *International Journal of Academic Research in Business and Social Sciences*, 9.1 (2019), 88–98.

[8] Fitri Handayani, 'Instagram As a Teaching Tool? Really?', *Proceedings of the Fourth International Seminar OnEnglish Language and Teaching (ISELT-4)*, 2016.

frequently used.[9] It has a lot of features users can use, for example add a caption when they want to post photos or videos. Instagram is the one of social media that is designed for mobile use through applications that are usually used to share personal information in the form of pictures or videos with captions.[10] Instagram can be used to communicate and share information with others who have the same interests around the world. It gives the learners a chance to learn independently how to talk and speak in English effectively.

In addition, in instagram students can easily find content creators that provide English learning such as grammar, vocabulary, tips, and tricks to improve English skill, and many more. The contents provided are very useful as instructional materials of English and also gives the students a chance to find the material needed that they might not get inside the class. Instagram can provide online resources that are very useful for improving independent learner's language skills.[11] For example, @*bahasadotcom and* @*gurukumrd* become students' favorite accounts.[12] Those provide interesting contents such as new vocabularies that are rarely used daily and also videos about how to pronounce words and the contents of both are easy to understand. Another is @*engliven*[13] which mostly shares about collocations, vocabulary of Indonesian words, pronunciation, common mistakes, and many more. Moreover, instagram gives

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[9] Andi Saputra, 'Survei Penggunaan Media Sosial Di Kalangan Mahasiswa Kota Padang Menggunakan Teori Uses and Gratifications', *BACA: Jurnal Dokumentasi Dan Informasi*, 40.2 (2019), 207–16.

[10] Candradewi Wahyu Anggraini, 'Students' Perspectives Toward The Use Of Instagram In Writing Class', *English Language and Literature International Conference (ELLiC)*, 2017, 68–74..

[11] Handayani, Cahyono, and Widiati.

[12] Ulfa Azkiya, 'Students' Perception Towards The Impact Of English Learning Accounts On Instagram On Students' Vocabulary' (Universitas Islam Negeri Ar-Raniry Darussalam, 2019).

[13] Nurul Zahrian Anugrayanti, Skripsi:'The Influence of Instagram Account @ Gurukumrd to The Out Of Class Language Learning (Study on Easiness of Followers ' English Learning at State Islamic College of Sorong) The Influence Of Instagram Account @ Gurukumrd To The Out Of Class Language Learn' (STAIN Sorong, 2019)

advantages such as information resource, easy to access, and also supporting learning process.[14] The learners may find any instructional materials they need on instagram. It proves that Instagram can help independent learners in providing resources that can be accessed by the learners anytime and anywhere.

There have been multiple studies and research papers explored about the use of social media platforms in independent learning of English. One of papers by Thaariq[15] and Arif[16] explored possible use of Instagram as a learning resource because it is mostly used social media among the students and has a simple learning process which makes it easier to learn in its use. Studies conducted by Retma Sari,[17] Ulfa Azkiya,[18] Lisa Rakhmanina and Yuneva[19] found that the use of social media especially instagram in improving skills such as writing, speaking, and vocabulary mastery. Another study was conducted by Fajar and Agustina[20] which the results showed that the lectures admitted that independent learning could be implemented in the process of the students' English mastery.

The finding of previous studies indicated that Instagram can be used to improve English skills and independent learning can be applied to help the students in their English mastery. If it is more explored, there would be more accounts found on instagram that provide contents of English learning which can be used by the students in their independent learning. Thus, this study focuses on English learning contents used for independent learning of

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[14] Azkiya.

[15] Zahid Zufar At Thaariq, 'The Use of Social Media as Learning Resource to Support the New Normal', *TEKNODIKA*, 18.2 (2020), 80–93.

[16] Tubagus Zamzam Al Arif, 'The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students', *METHASIS: Journal of English Language Literature and Teaching*, 3.2 (2019), 224–33.

[17] Retma Sari, 'Social Media As an Autonomous Learning Facility', *English Language and Literature International Conference (ELLiC)*, 3.2 (2019), 296–301

[18] Azkiya

[19] Lisa Rakhmanina and Yuneva, 'The Application of Instagram Activity to Improve Students' Motivation in English Speaking', *Journal of English Education and Linguistics*, 2.1 (2018)

[20] Fajar and Agustina.

English. The researcher wants to find out English learning contents used by ELED students of UINSA. The subject is chosen because the students take a General English course which the course itself is focused on four key language skills, but all the skills are taught altogether which makes the students unable to focus on each skill. As instagram provides a lot of English learning contents, the students can find the contents that suit their learning depending on their decision about what they want to learn and what they need to learn. This reason makes the researcher interested in exploring English learning contents used by the students as resources for their independent learning of English.

B.   Research Questions

Based on the background of the study that explained above, the questions of this study are formulated below;

1.   What are the contents of English learning on instagram used by the students at ELED of UINSA?

2.   How do the students optimize independent learning through English learning contents on instagram?

C.   Objectives of the Study

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

1.   To explore the contents of English learning on instagram used by the students at ELED of UINSA.

2.   To explore students' experiences in optimizing independent learning through English learning contents on instagram.

D.   Significance of the Study

This research is expected to be beneficial for students, teachers, and also for future researchers.

1.   For Students

The results of this study will provide an overview to the students about instagram contents that can be used as learning resource of English. So, the students can utilize those contents to support their independent learning.

2.   For Teachers

The results of this study will provide an overview to the teacher about the use of instagram as a resource and can be

utilized as a reference for providing the students to learn independently.

3. For Future Research

The result of this study gives academic information for the future researchers in ELT research regarding with the use of English learning contents on Instagram. The result of this study can be used as references to conduct further research or develop the research topic about the use of instagram for independent learning from different perspective about the contents of English learning used by the students and their optimization in independent learning using English learning contents on Instagram.

E. **Scope and Limit of the Study**

This study is focused on the use of English learning contents on instagram for independent learning of English. This study will be conducted in State Islamic University of Sunan Ampel. The scope of this study is independent learning of English using English learning contents on instagram which provided by instagram account that students have followed. This study is limited to the ways of the students in optimizing independent learning and also English learning contents on instagram as resource for independent learning used by first year students of ELED at UINSA in 2020/2021 academic year who take General English course. The course itself is designed to help students have rapid progress in English which is focusing on the four keys language skills. In the other hand, in this course all the skills are taught altogether which make the students cannot focus for each skill. Moreover, the students have to keep improving their English skills by optimizing independent learning of English using English learning contents on instagram as their learning resources.

F. **Definition of Key Terms**

The definition of key terms is intended to prevent misunderstanding and misinterpretation. So, the researcher would like to describe some key terms that are used on this study.

1. Learning Resources

Learning resources can be defined as a tool of presenting and understanding materials of the learning objects which can help the students to solve their problems in their

learning process and encourage the students' motivation.[21] In this study, learning resources are instagram's contents of English learning on instagram accounts that are followed by students.

2. Independent Learners

Independent learner seems to be a learner who seeks more insight out of their prior knowledge and their needs. They have to understand about language learning processes outside their formal education such as learner's attributes in autonomous learning; ability to be sociable, ability to be initiative, and ability to find opportunities in learning.[22] The learners should understand about the characteristics of autonomous learning by being involved in the interaction of a social life. In this study, independent learner means the students who can take their responsibility in learning and understand what they need to learn which means the first year students of ELED at UINSA in 2020/2021 academic year who take the General English course.

3. Instagram

Instagram is a mobile application for iOS and Android that can be used by the users to share visual objects such as photos or videos by adding captions on the objects they posted and shared to others.[23] Instagram is the second most popular social media platform that is used by US young adults to share any pictures and videos.[24] In this study, instagram is used as the resource for independent learning of English and providing additional materials.

4. English Learning Content

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[21] Rona Bušljeta, 'Effective Use of Teaching and Learning Resources', *Czech-Polish Historical and Pedagogical Journal*, 5.2 (2013), 55–69.

[22] Feng Teng, *Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language*, *Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language* (Singapore: Springer Nature Singapore, 2018).

[23] Anggraini.

[24] Kevin Murnane, 'Which Social Media Platform Is the Most Popular in the US' <http://forbes.com/> [accessed 3 December 2020].

Various contents on instagram encourage the students in English language learning.[25] In this study, English learning content is the contents provided by instagram account which followed by the students, for example instagram accounts of *@bbclearningenglish* *@engliven*, *@gurukumrd,* and etc.

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[25] Arif.

This chapter presents theories and literature that related to the research. There are several theories explain such as; Independent Learning, Media for Learning English, Instagram, The Use of Instagram in English Learning. Some previous studies which related to the research is also presented below.

A. **Review of Related Literature**

1. **Independent Learning**

Independent learning is one of terms of self-directed learning in language learning. Self-directed learning is a process of learners who have the ability to learn independently. It can promote the students' activity of independent learning which can help the learner to take responsibility for their learning through the strategies they use.[26] The students should be able to take charge of their own learning by exploring materials, resources, methods, and tasks independently.[27] In addition, independent learning can be an opportunity to see learning as something interesting and fun by choosing what to learn and how to learn. Autonomous learning is formed by some reasons as follows:[28]

a. The learners can study independently outside the classroom

b. It based on the learner's ability when they can apply self-directed learning on their study.

c. The learners can take a responsibility for their learning by choosing the materials they need and want to learn.

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[26] Maria Elena, *Autonomy in Language Learning: The Learner, The Teacher and The Institution* (Mexico: Programa Integral de Fortalecimiento, 2013).81

[27] Teng.3

[28] Candradewi Wahyu Anggraeni, 'Promoting Education 4.0 in English for Survival Class: What Are the Challenges?', *Metathesis: Journal of English Language, Literature, and Teaching*, 2.1 (2018), 16.

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d.   The learners are able to decide their leaning style which can help them to understand the materials easily.

Elena mention that there are several concept that can build independent learning; [29]

a.   Individualization

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

b.   Self-instruction

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

c.   Self-direction

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

d.   Self-regulation

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

e.   Learner-centered education

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

f.   Self-access

Self-access is one of the way in promoting self-directed learning. The learners have access

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[29] Elena.

appropriate materials that can encourage them to be more autonomous and more independent in learning or they don't depend on the teacher.

There are so many ways that can be used by the learners in optimizing independent learning of English. In language learning, independent learning is expected to help the learners to study inside and outside the classroom.[30] This opportunity can be facilitated by the use of technology since it can be used anywhere and anytime inside or outside of the classroom. Technology can help the learners to develop independent learning since they need to be able to choose and explore the materials they need to learn independently. According to Anggraeni, technology can help the learners to be independent in learning in this digital era by clicking many features provided on the internet related to the subject.[31] They can access information and materials from many resources on the internet.

In optimizing independent learning, the student is definitely trying to make their activity of independent learning successful. There are five general strategies for successful English language learning; language as a system, as an approach to active learning, monitoring progress, language as a communication key, and managing the requirements of the learning process.[32] Muslimin mentions some proven successful language learning of the students:[33]

a. Taking responsibility for their learning by seeking an opportunity to do some English practices independently and trying to get language exposures from any sources, for example reading text books, listening to English songs, joining English

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[30] Anggraeni.

[31] Anggraeni.

[32] Peter Skehan, *A Cognitive Approach to Language Learning* (New York: Oxford University Press, 2003).

[33] Afif Ikhwanul Muslimin, 'Profile of Successful English Language Learners', *English Education: Jurnal Tadris Bahasa Inggris*, 11.1 (2018), 1–17.

conversation clubs, speaking, making contact with native speakers, and etc.

b. Self-initiating and well-motivated to learn English. The success of language learning can be seen if the learners can feel that learning English is one of their needs and have a strong willingness to improve their competence in English.

c. Initiating learning opportunities for themselves by doing learning strategies depends on their goal of learning English.

d. Doing independent learning activities that suits their interests for example the activities inside and outside the classroom which they love and enjoy to do.

2. Instagram

As one of social media, Instagram can be used as learning media because it provides pictures, audio, or videos which are uploaded by the users. Instagram is familiarly known by people around the world. Recently, almost everyone has an Instagram's account just for sharing their daily activity through uploading pictures or videos. Instagram is such an easy8 way to share people's life with their mates through pictures or videos which can transform it as a memory and keep it forever.[34] It also can be used to share their personal pictures or videos and write the caption.[35] So, it can be concluded that instagram is one of mobile applications that can be used to share pictures or videos using captions with friends.

In addition, Instagram itself was created by Kevin Systrom and Mike Krieger, and it was launched in October 2010. Instagram can bring people into new things and also can connect people with friends from all over the world. There are so many features provided on Instagram that can

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[34] Gisty Listiani, 'The Effectiveness Of Instagram Writing Compared To Teacher Centered Writing To Teach Recount Text To Students With High And Low Motivation (The Case of Eighth Grade Students in SMP Kesatrian 1 Semarang in the Academic Year of 2015/2016)', *ELT Forum*, 5.1 (2016), 4.

[35] Anggraini.

be used as the learning media that is appropriate for independent learner;[36]

a.   Photo Sharing

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

b.   Social

The users can share pictures whatever they want to upload. They also can follow each other and they can "like" or "comment" the pictures shared that appear on their feed.

c.   The Community

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

d.   An Education

The learners can involve on the atmosphere of writing when they want to upload something and give a caption using English because it can make them think wider in arranging text. They also can use Instagram to practice listening by playing videos that might appear on their feed.

3.   Instagram as Learning Resources

In the learning process, students need to understand the materials delivered. The students can use learning resources to make the learning process easier and help them to understand the materials. This statement is similar to Busljeta, learning resources is a tool of presenting and understanding materials of the learning objects which can help the students to solve their problem in their learning process and encourage the students motivation.[37] Additionally, learning resources can be used as the

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[36] Listiani
[37] Bušljeta.

instrument in delivering educational materials such as images, sketches, clipping, and other visual literature.

Supriadi claimed that the interaction between students and learning resources can affect their learning achievement so that the difference will be shown between students with high and low concentration in utilizing learning resources for their learning achievement.[38] Learning resources that are appropriate and suitable with educational needs can be used to optimize the learning process. In choosing learning resources, some things should be noticed; [39]

a.   Economical and efficient, it does not mean that the learning resources should be cheap, but the usage can be long-term.

b.   Practical and simple, learning resources should be easy to use and not confusing.

c.   The availability, learning resources should be easy to find and get. If it can be, learning resources also can utilize what is around the students so they can easily get their learning resources.

d.   Flexible, learning resources must not be concerned in one goal of learning but it should cover all the goals of learning.

As mentioned above, those things can be found in the use of social media. The features that are provided by social media can give the learners opportunities to be more independent in their learning.[40] Thaariq[41] and Arif[42] explored possible use of instagram as a learning resource because it is mostly used social media among the students and has a simple learning process which makes it easier to

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[38] Supriadi, 'Pemanfaatan Sumber Belajar Dalam Proses Pembelajaran', *Lantanida Journal*, 3.2 (2015), 127–39.

[39] Saeful Anam and Arina Almasal Firdaus, 'Penggunaan Learning Resources Dalam Proses Pembeajaran Agama Islam', *JALIE: Journal of Applied Linguistics and Islamic Education*, 4.1 (2020), 53–70.

[40] Youmei Liu, 'Social Media Tools as a Learning Resource', *JETDE: Journal of Educational Technology Development and Exchange*, 3.1 (2010).

[41] Thaariq.

[42] Arif.

be used for learning. The opportunities provided by instagram can be used to practice their English skills and it is really helpful for improving students' critical thinking.[43] If the approach is proper to apply in learning, it will make instagram a consideration to use as a learning resource for students.

4.   **The Use of Instagram in English Learning**

Nowadays, students use social media platforms like instagram, even during classes. As one of mobile technologies, instagram is used by the students to access online course materials and also learning materials.[44] According to Salomon[45] the level of network used by college students seems to be higher recently. Rather than worry about whether students are being distracted by instagram in class, teachers can utilize this powerful resource as it is not only for personal usage but also can be used as an educational platform.

Instagram is a well-known platform that gives chances to the users to upload photos or videos freely and it was proven by Astiti that it can attract the learners' interest in learning.[46] The learners will get more motivation when they get visualization about the materials because it can help them to understand the materials. Using interesting media can make the learners more motivated and enthusiastic in learning English.[47] Besides, the availability of instagram can be easily acquired through almost all handled devices which are easy to access. It makes instagram more considerable to be used for language learning.

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[43] Arif.

[44] Nergiz Kern. "*Innovations in Learning Technologies for English Language Teaching"*, ed. by Gary Motteram (London: British Council, 2013).

[45] Danielle Salomon, 'Moving on from Facebook: Using Instagram to Connect with Undergraduates and Engage in Teaching and Learning', *College & Research Libraries*, 2013, 408–12.

[46]Handayani, Cahyono, and Widiati.

[47] Listiani

In the EFL, instagram can be an opportunity for the students in developing their English language skills. It was proven by Sari[48] and Handayani et al[49] that Instagram is an effective tool to boost writing proficiency and promote independent learning writing. Instagram gives positive impacts in student's language learning such as their confidence and participation[50] and also their achievement's score.[51] It has succeeded in promoting students' interest in learning English. Moreover, instagram has enjoyable activities and it succeeds in attracting the students in building their motivation of speaking English which leads them to perform their subjects better.[52] However, instagram can be used as a learning medium. It can be beneficial and helpful for the students to improve their English skills.

There are several reasons Instagram can be the perfect tool to support English language learning.[53] First, Instagram provides visual content. It can help independent learners to get more motivation to learn and understand the materials easily. Second, Instagram helps independent learners to communicate and socialize with each other to get more information about what they learn. Third, Instagram is a popular social media among learners. Last, Instagram is easy to access because they can access it anytime and anywhere.

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[48] Sari

[49] Handayani, Cahyono, and Widiati

[50] Fatimah Mulya and Achmad Yudi Wahyudin, 'Undergraduate Student's Perceptions toward Blended Learning Through Instagram in English for Business Class', *International Journal of Language Education*, 3.1 (2019), 64–73.

[51] Ali Erarslan, 'Instagram as an Education Platform for EFL Learners', *TOJET: The Turkish Online Journal of Educational Technology*, 18.3 (2019), 54–69.

[52] Rakhmanina and Yuneva

[53] Fitri Handayani, 'Students' Attitude toward Using Instagram in Teaching Writing', *JURNAL EDUCATIVE: Journal of Educational Studies*, 2.1 (2017), 26.

B.   **Review of Previous Studies**

Several previous studies have been conducted by other researchers with similar topics that related to this study. First previous study was conducted by Retma Sari entitled *"Social Media as an Autonomous Learning Facility to Enhance Writing Skill in Digital Era"*.[54] This study was focused on the social media used as part of digital media for writing skill improvement, which is one of the problems that comes from Indonesian students. This study used qualitative design and 27 students in Introduction to Paragraph Writing of the English Department of Tidar University were enclosed as participants. The study aimed to explore the experiences of the participants toward the challenges they faced learning a new language. The researcher used three procedures in data collection technique; observations, interview, and documents analysis. The result shows that writing proficiency improves through social media use, encourage the students in their independent learning of writing, improves students' vocabulary mastery, build their confidence in writing, explores the students' involvement in writing styles and also solves students' problems in writing such as grammar used in writing and ideas exploration and development.

The second study was conducted by Tubagus Zamzam Al-Arif.[55] The study with the title *"The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students"* aimed to explore students' used of social media in language learning at English Study Program of Jambi University. 10 students (5 male, 5 female students) were involved as the participants using questionnaires and interviews. The findings indicated that instagram is preferable in learning English according to the students. Social media, especially the contents of Instagram which is more varied, could encourage the students in English language learning so that the students can improve their English language skills.

The third study is from Ulfa Azkiya with the title *"Students' Perception towards the Impact of English Learning*

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[54] Sari.

[55] Arif.

Accounts on Instagram on Students' Vocabulary".[56] This study aimed to explore the students' attitude toward English language learning using instagram and their instagram exploration for vocabulary mastering. The qualitative method was used. This study was conducted in the English Language Education Department of UIN Ar-Raniry Banda Aceh taking 5 students as the participants using semi-structured interviews. The results of this study are students believed that using instagram accounts of English learning can support their vocabulary learning, learning vocabulary using instagram gives them good experience of learning, and the students showed their favorite accounts of English learning on instagram such as @*bahasadotcom and* @*gurukumrd.*

The fourth study is conducted by Lisa Rakhmanina and Yuneva.[57] The study with the title *"The Application of Instagram Activity to Improve Students' Motivation in English Speaking"* aimed at finding out students' speaking achievement, motivation toward English speaking, students' strategies of pedagogic and motivation in their speaking ability, and students' feedback shown by the difference in students' speaking achievement. This quasi experimental study involved students of Department of Economics in University of Prof. Hazairin, SH., Bengkulu as participants using questionnaire and test. The result showed that speaking activity in English class had a significant difference in students' English speaking achievement with motivation differences between high and low. Students' English speaking skill could be improved by creating instagram activity and it can encourage them in learning English more.

The fifth study is from Dwi Ario Fajar and Dwi Agustina entitled *"Independent Learning for Improving English Skills of Students in English Language Education, Pekalongan University".*[58] This study aimed to explore the perceptions of the lecturers toward the meaning of independent learning and its consideration in facilitating English improvement of their students. This study used qualitative methods with narrative

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[56] Azkiya.
[57] Rakhmanina and Yuneva.
[58] Fajar and Agustina.

inquiry design. 9 English Language Education's lecturers from Pekalongan University were involved in the interview and they were asked about their perceptions about the meaning of independent learning and its consideartion in facilitating English improvement of their students. The results of the study revealed that the lectures agreed that the activity of independent learning is necessarily needed. Independent learning is important because it can improve students' English skills, improve motivation and interest in learning English, and determine individual learning style.

The last study is from Afif Ikhwanul Muslimin with the title *"Profile of Successful English Language Learners".*[59] This study is aimed to investigate some successful language learners' profiles using surveys and also their approach in language learning. Descriptive qualitative case study used in this study and 10 students of Islamic Elementary School Teachers Science (PGMI) Departments students in academic year 2016-2017 at UIN Mataram were involved as participants. Observation, questionnaire, and interview were used to collect the data. The study indicated that language learners can be declared as a successful relatively if they can take their learning as a responsibility, can be initiative and have high learning motivation, can challenge themselves in learning, and can find the activities that suit their interests to learn independently. Several strategies used by students were found such as; memorizing strategy, affective strategy, social strategy, cognitive strategy, compensation strategy, metacognitive strategy.

From the studies above, this study is quite different in terms of focus and locus. Studies conducted by Retma Sari, Tubagus Zamzam Al-Arif, Ulfa Azkiya, and Lisa Rakhmanina & Yuneva have found the use of social media, especially instagram in improving skills writing, speaking, and vocabulary mastery. Other studies that had been conducted by Dwi Ario Fajar & Dwi Agustina and Afif Ikhwanul Muslimin were described about the meaning, the importance, and the success of independent learning of English. From the conclusion of previous studies above, the results of this study is expected to be different with the results

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[59] Muslimin.

above. This study will be focused on instagram used of English learning contents for independent learning of English.

CHAPTER III
RESEARCH METHOD

This section presents the steps of conducting the research. There are several points consisted; Research Design, Subject and Setting of the Research, Data and Source of Data, Data Collection Technique, Instrument, Data Analysis, and Checking Validity of the Finding.

A. Research Design

Qualitative design is used in this study to get in-depth information about the contents of English learning on Instagram and their ways in optimizing independent learning by interviewing participants. The characteristics of qualitative are basic and natural, and also cannot be done in the laboratory but on the field.[60] According to Creswell, qualitative research design provides detailed understanding of central phenomena through the exploration of the participants.[61] So, this method is suitable for this research because this research does an exploration of English learning contents on instagram used by students at ELED of UINSA and students' experience in optimizing independent learning through English learning contents on instagram.

B. Subject and Setting of the Research

The study is conducted in ELED at UINSA. The researcher does an interview with 8 students which conform to some criteria that are determined by the researcher; ELED students of UINSA, have an instagram account, follow an instagram account that provides English learning content, and will be one of the participants. The subject of this study is the first semester students who take the General English course. This course is focusing on the four key language skills, but all the skills are taught altogether which makes the students unable to focus on each skill. Moreover, the students have to keep improving their English skills by doing independent learning of English using English learning contents on Instagram as their learning resources.

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[60] Mohammad Ali and Muhammad Asrori, *Metodologi Dan Aplikasi Riset Pendidikan* (Jakarta: Bumi Aksara, 2014).121

[61] John W. Creswell, *EDUCATION RESEARCH: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, *Journal of Materials Processing Technology*, Fourth (Boston: Pearson Education, 2012).16

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C. **Data and Source of Data**

    1. **Data**

        There were two data used in this research. The first data is English learning contents of instagram used by students at ELED of UINSA in terms of learning content for speaking, writing, listening, reading, grammar and vocabulary. The second data is students' experience in optimizing independent learning through English learning contents of instagram in a form of what students' do in building independent learning.

    2. **Source of Data**

        The source of data are from the first semester of English Language Education Department at UIN Sunan Ampel Surabaya who take General English course. The data needed in this research is the recording from the interview about students' used of English learning contents on instagram and students' experience in optimizing independent learning through English learning contents of instagram.

D. **Data Collection Technique**

    This study interviewed 8 students of the first semester of ELED at UINSA. Because of the pandemic of COVID-19, the interview could only be done through online voice-call and also there was relevant documents for collecting the data. The interview were done after the instrument has been validated. This research uses semi-structured interviews. In the interview process, the researcher asked some questions related to English learning contents of Instagram and students' experience in optimizing independent learning through English learning contents of Instagram. For the document itself is in the form of a screenshot from Instagram accounts that were followed by the students to find the contents. This document is used to support the result of the interview.

E. **Instrument**

    To get the answer of the research questions, the data on this research were obtained through the interview. The instrument used in this research was interview guideline and consisting open-ended

questions. This instrument has 12 questions consist of 6 questions to answer first research question and 6 questions to answer second research question. The questions concerned about English learning contents of instagram that can be used as resources and students' experience in optimizing independent learning through English learning contents of instagram. This research used semi-structured interviews. Before doing the interview, the researcher prepared some questions written in the interview in order to collect the data. Interview guideline is required for the researcher as a guidance during the interview. This interview guideline was made based on the theories of some experts and assessed by a validator who is the lecturer of the English Language Education Department. During the interview, the questions can be modified depending on the interviewee's answer.

F.   Data Analysis

To collect the data, the researcher used descriptive qualitative data proposed by Ary.[62] The data needed is in the form of audio-recording from interviews concerned about learning contents of instagram used by students at ELED of UINSA and students' experience in optimizing independent learning through English learning contents. First, familiarizing and organizing. In this step, all the data should be prepared by listening to the recording from results of the interview and creating audio transcriptions. By doing this, the data can be more familiar and easily organized. Second, coding and reducing which means the researcher needs to re-read the transcriptions of the audio from the interview to categorize the specific parts by giving codes. Besides, this step also reduces the data that is not related to research. Third, interpreting and representing. In this step, the data should be interpreted to get the findings and the findings will be presented in detail and drawing the conclusion from the data results.

G.   Checking Validity of the Finding

There are three ways of getting validity of the findings; member checking, triangulation, and external audit. Refers to the purpose of the study, this research used triangulation to check that validity and the authenticity of the findings. This study used triangulation by method of data collection which are interviews

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[62] Ary and others.481

and documents in the form of pictures. Moreover, in this research the theories are used to support and confirm the findings and the experts of the topic namely supervisor.

UIN SUNAN AMPEL
S U R A B A Y A

This chapter is consist of two section; Research Findings and Discussion. In research findings, the researcher write the detail about the result of the data collected. In discussion, the researcher describes the data analysis of this study.

A.   Research Findings

In this section, the results of this study are written in detail based on the two research questions; what are the contents of English learning on instagram used by the students at ELED of UINSA and how do the students optimize independent learning through English learning contents on instagram. This research was conducted in UINSA Surabaya. The researcher did an interview with the students of the first semester through phone-call in obtaining the data. There were 8 students that conform to the criteria. Besides, there are documents in the form of pictures and screenshots of videos from instagram accounts that were followed by the students to find the contents. The finding from this research is described as follows.

1.   Contents of English learning used by the students at ELED of UINSA

This section explains the contents of English learning on instagram used by the students. The result of the interviews indicates that the students used different contents for learning speaking, writing, listening, reading, vocabulary, and grammar. The following is detailed explanation for each content.

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a. Learning contents for speaking

Table 4. 1
Instagram accounts of learning contents for speaking

Instagram accounts followed by the students	What students learned
@jagobahasacom	How to pronounce words, tips and tricks in speaking, common mistakes in pronouncing words.
@freethinkingenglish	Tips and tricks in speaking and how to pronounce words.
@speaking_english_podcast	English for daily usage
@englishwithkayla	American English for daily usage

From table 4.1, it describes the contents for speaking that students used are pronunciation and common mistakes, tips and tricks in speaking, and English speaking for daily use. In instagram account namely @jagobahasacom and @freethinkingenglish which provide videos about how to pronounce words that can be applied by the students to practice in speaking. This narration is confirmed by the following statements.

"For the contents of learning speaking, I follow @jagobahasacom because this account contain videos about how to pronounce words, tips and tricks in speaking English fluently, common mistakes in pronouncing words in speaking. This can be helpful for me to speak the words in a correct pronunciation and I can be more fluent." (Student-4)

Figure 4. 1
Screenshots of @jagobahasacom

"I follow @freethinkingenglish. This provides videos about tips and tricks in speaking and also how to pronounce words which I can apply in my speaking for daily life. I also can be more confident in speaking when I can pronounce words correctly." (Student-6)

Figure 4. 2
Screenshots of @freethinkingenglish

Moreover, the students also found @speaking_english_podcast, and @englishwithkayla as accounts that provide contents for learning speaking. In these accounts, the students learn speaking English for daily usage and spoken by native. These accounts contain videos of English daily usage which uploaded by the owner which is native speaker. The videos can be watched and listened by the students about the way natives speak and also can be used as reference to speak like a native. This opinion is in line with the following statement.

> *"There are two accounts that I follow that the content is about English daily usage, such as @speaking_english_podcast and @englishwithkayla. The account's owner is native and it helps me in practicing to speak like a native." (Student-8)*
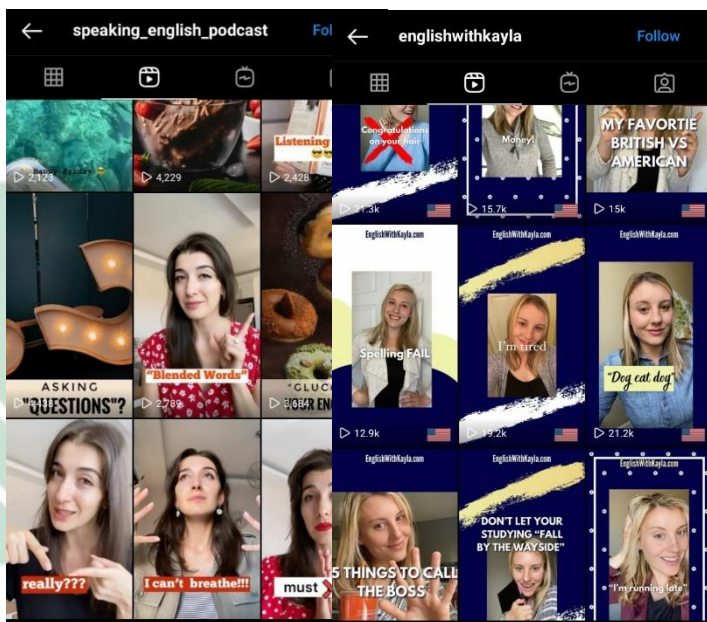
Figure 4. 3
Screenshot of @speaking_english_podcast

ure 4. 4
@englishwithkayla

From the statements above, it can be seen that the accounts mentioned are provided learning contents for speaking such as how to pronounce words, tips and tricks in speaking, and also English in daily usage which all those accounts can be found easily on Instagram.

b. Learning contents for writing

Table 4. 2

Instagram accounts of learning contents for writing

Instagram accounts followed by the students	The contents
@*bbclearningenglish*	The caption is attractive to share opinion like asking question.
@*english4folks*	The words that is usually used in advance English, idiom, tips and tricks to have better writing
@*englishlab.id*	Phrase, vocabularies, same words that have different meaning.
@*inggrismcom*	Idioms, vocabularies and there is an example of vocabulary in each picture uploaded.

Table 4.2 shows that the contents for writing that students used are shared photos and videos with attractive caption, phrases, vocabularies, and idioms. Those are provided by instagram accounts namely @bbclearningenglish, @english4folks, @englishlab.id, and @inggrismcom. In account of @bbclearningenglish uploaded photos and videos with attractive caption so that the students can leave a comment to share their opinion or their thoughts. It can be proven by following statement.

"To practice writing, I follow instagram accounts such as @bbclearningenglish because in these accounts the materials that they shared is attractive and I can improve my writing by giving comments in the photos or videos that they shared" (Student-1)

Besides, the students learn about English in advance used, idioms, phrase and the contents can be found on

@english4folks, @englishlab.id, and @inggrismcom because their accounts contain vocabulary, English phrase, and also the words that usually used in advance English. These materials can be used by the students to support them in writing activity which is needed lots of vocabularies. This description is in line with the students' following statements.

"I follow @english4folks because it provides contents like the words that is usually used in advance English, idiom, tips and tricks to have better writing, no wonder that it helps me a lot in writing" (Student-3)

"The contents provided by accounts @englishlab.id and @inggrismcom always up to date, the content is about phrase, vocabulary, same words that have different meaning. Those things really helpful for me in writing because I can enrich my knowledge through these accounts." (Student-4)

Based on the statement above, it can be conclude that instagram accounts of @*english4folks, @englishlab.id, @bbclearningenglish, @voalearningenglish, , and @inggrismcom* are used by the students to find the contents for writing because they give the students chance to share their opinion through the comments so they can try to improve their writing. In addition, they also shared kind of vocabularies which it can help them in writing process.

c. **Learning contents for listening**

Table 4. 3

Instagram accounts of learning contents for listening

Instagram accounts followed by the students	The content
@*listeningfun*	The content of videos is about English daily used

	and spoken by native
@englishwithkayla	How to learn American English and also the videos are spoken by native.
@bbclearningenglish	There are videos for listening practice like news from BBC News and give a talk about a certain topic.
@listening.with.sheila	Contain videos of listening practice that is taken from movie and a question to answer at the end of videos.

From the table 4.3, it can be seen that the contents for listening that students used is about English for daily, American English which spoken by native, videos of news, information, and also video that taken from movie and the question related. In the accounts namely @listeningfun and @englishwithkayla are owned by foreigners and they upload contents in the form of videos for their followers to practice listening. Those videos are spoken by native speakers. Furthermore, the students said that videos which spoken by native speakers are very beneficial for them to improve their listening skill.

"There are videos uploaded by @listeningfun for listening practice that spoken by native so it helps me in practicing to listen native speaker which is very beneficial for me to improve my listening skill." (Student-8)

"The content of @englishwithkayla is about how to learn American English and also they provides videos to practice listening and it is spoken by native and I can use it to understand how American accent." (Student-4)

In addition, the students revealed accounts @bbclearningenglish and @listening.with.sheila. These accounts share videos like movie-cut or news for listening practice and they also give questions related to the videos to be answered by followers. They have to be more focused in listening because they need to answer the questions. This description is confirmed by the students in following statements.

"I follow @bbclearningenglish because this account provides videos for listening practice like news from their platform (BBC News) or sometimes they give information shared through videos." (Student-1)

"Account @listening.with.sheila shares videos for their followers contain listening practice which is taken from movie and in the last part of the video there will be a questions to answer. The question is related to the content of the video." (Student-7)

From the statement, it can be seen that instagram accounts of @listeningfun, @englishwithkayla, @bbclearningenglish and @listening.with.sheila are followed and usually used by the students to find the contents for listening practice as they provide videos like English daily usage, movie-cuts, news, or also information about a certain topic or hot issues.

d.   **Learning contents for reading**

Table 4. 4
Instagram accounts of learning contents for reading

Instagram accounts followed by the students	The content

@*englishlab.id*	Vocabulary, idioms, common mistakes, grammar
@*bbclearningenglish*	Provides stories, news, and also fun fact
@*voalearningenglish*	Share stories or information through video and subtitle.

Based to the table 4.4, the students mentioned three instagram accounts; @englishlab.id, @bbclearningenglish, and @voalearningenglish which provide learning contents on instagram that help them to practice reading since they upload picture that contain news or stories. But, in the account of @englishlab.id provides the contents like vocabulary, idioms, and grammar which is believed by the student that it contents can help them in understanding when they read the text. The statement is confirmed by the students as follows.

"I think @englishlab.id, they usually share photos like vocabulary, idioms, common mistakes, grammar which helps me a lot in understanding when I read the text like caption, news, and something like that." (Student-2)

Moreover, @bbclearningenglish and @voalearningenglish found by the students that these two accounts usually upload pictures or videos that contains news, stories, fun fact, and also information sometimes. This description is stated by the students in the following statement.

"I follow accounts namely @bbclearningenglish because it provides stories for reading practice which is also provided on their website. They also share photos about news or fun fact." (Student-3)

"@voalearningenglish gives me a chance to have reading practice using their contents as they usually upload and share stories or sometimes information about some issues through the video and usually there is a subtitle on the video that help me to read while listening." (Student-5)

e.　　**Contents for learning vocabulary**

Table 4. 5
Instagram accounts of learning contents for vocabulary

Instagram accounts followed by the students	The content
@engliven	Indonesian vocabulary, acronyms and antonyms used daily, vocabulary for advance English.
@kampunginggris.co	English phrases, Indonesian vocabulary, idioms, proverbs, irregular noun.
@pinterbarenglangdev	Vocabulary bank. The contents also eye-catching and colorful.
@english_vocabulary	Each photos contain vocabulary, the meaning, and also the example.

According to the table 4.5, the students mentioned four accounts that provide contents for vocabulary learning that can support the students in improving language

skills. There are @engliven and @kampunginggris.co which are found and followed by the students. Therefore, the students said they follow accounts which the content helps them to enrich their vocabularies, like English phrases, vocabulary of Indonesian words, idioms, proverbs, acronym and antonyms that usually used in daily. They claimed that the more vocabularies they have mastered, the more the can improve their language skills.

"In @engliven, I can found photos and videos about Indonesian vocabulary, acronyms and antonyms that usually used in daily, also they show which words that can be used for advance English, and so on. If I have lack of vocabularies, it would be hard for me to improve my skills, so when I can master a lot of vocabularies, I can be more confident in speaking and writing." (Student-8)

"@kampunginggris.co because their contents is not boring like about English phrases, Indonesian vocabulary, idioms, and proverbs that I don't usually find in another accounts, irregular noun and etc. and it helps me a lot in vocabulary mastery." (Student-4)

Besides, since contents of vocabulary learning are provided a lot on instagram, English learning accounts seem like competing to create creative contents and make it interesting. It can be seen on the accounts of @pinterbarenglangdev and @english_vocabulary. In the account of @english_vocabulary also give the meaning and example in each photos of the vocabularies. The students said that vocabulary mastering can be easier when instagram accounts show interesting and creative contents. It can be supported by the students' statement as follow.

"I follow @pinterbarenglangdev because they have photos and videos which is interesting for learning vocabulary. Their contents are very eye-catching and

colorful, and ttheir vocabulary content named vocabulary bank" (Student-6)

"In the account namely @english_vocabulary, they upload and make creative contents and it is very interesting. It can be another option for me and their followers to learn vocabulary." (Student-7)

f. Contents for learning grammar

Table 4. 6

Instagram accounts of learning contents for grammar

Instagram accounts followed by the students	The content
@*english_learning_bubblebeetv*	Create exercise of grammar error
@*voalearningenglish*	Give quiz about grammar
@*kampunginggrisparepro*	Post pictures and instagram stories and they were collected in instagram highlight about grammar and give quiz to the followers.
@*kampunginggrislc*	Tenses, active-passive voice, suffix-prefix, and also common grammar mistake.

@*english_grammar_vocabulary*	Grammar used like tenses, common mistakes in grammar used, different used between some words

Table 4.6 shows that the contents for grammar learning that students use is quiz about grammar, tenses, active-passive voice, suffix-prefix, and also common mistakes in grammar used. Three accounts such as @english_learning_bubbletv, @voalearningenglish, and @kampunginggrisparepro have mentioned by the students that these accounts usually give question and quiz about grammatical error to the followers through the photos or videos they have uploaded and it should be answered in comment section.

"I follow @english_learning_bubblebeetv to practice grammar. This account usually create exercise about grammar error and should be answered in comment section." (Student-1)

"@voalearningenglish because these accounts usually give quiz to the readers and sometimes it is fill in the blank quiz which is about grammatical." (Student-5)

"I have followed @kampunginggrisparepro. They post pictures and instagram stories about grammar and quiz and for the stories they collect in instagram highlight so I can easily find it when I need to" (Student-4)

Not only providing quiz for followers to answer, the students also revealed instagram accounts of @kampunginggrislc and

@english_grammar_vocabulary which share about grammar learning like tenses, suffix-prefix, common mistakes that usually found in grammatical used. It can be supported by following statement.

"I found @kampunginggrislc, I can learn tenses from this account, active-passive voice, suffix and prefix, and they also share common grammar mistakes. This account usually upload photos and videos which is very interesting for me to learn and help me to understand easier." (Student-3)

"There is @english_grammar_vocabulary since the contents they upload is about grammar used like tenses, common mistakes in grammar used, different used between some words" (Student-7)

From the result above, it can be seen that instagram accounts that have been mentioned by the students which provide English learning contents can be used to help the students in improving English skills. It is because those accounts provide contents of English learning that the students do not get inside the classroom so that the students can keep learning anywhere and anytime although it is outside the classroom. In addition, those accounts delivered the material in an interesting way and it makes the students have more motivation in learning English.

2. **Students' optimization of independent learning through English learning contents on instagram**

In this part, the researcher writes and shows the result of the second research question: how do students optimize independent learning through English learning contents on instagram. The result of the interview indicates that there are five ways mentioned by the students in optimizing their independent learning, such as choosing interesting contents, choosing contents that suit with their

interest, taking a note, practicing with foreigner, and choosing effective tool. The detail information on how students optimize their independent learning follows.
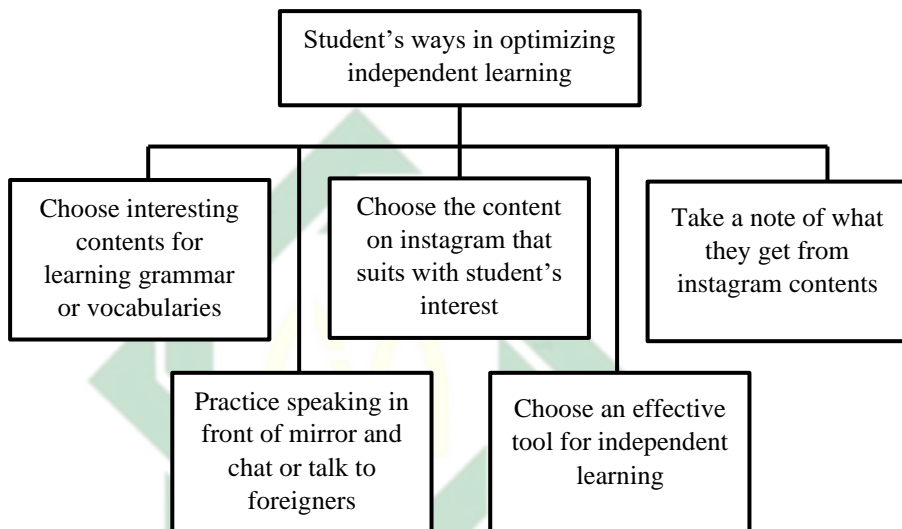
Figure 4. 5
Student's ways in optimizing independent learning

From the figure 4.5, it showed that there are five ways mentioned by the students in optimizing their independent learning of English. The first way that students do in optimizing their independent learning is choosing interesting contents. The student said that it is fun in learning grammar and vocabulary if the content is interesting. This opinion is strengthened by the students' statements as follow.

"I find out instagram accounts which provide contents that are full filled with catchy things and extremely appropriate for me myself. To be honest, I think it should be much fun in learning English skills" (Student-7)

"I think the content that can help us in independent learning is the content which is creative and interesting to learn about grammar, vocabulary, and etc. so it's fairly easy to remember what I have learned." (Student-4)

Therefore, the students choose the contents that suit with their interest. They find the contents based on what they need to learn and need to be applied in their learning. As said by the student, if they do not interest with the content, they will keep scrolling their instagram without seeing what appears. This description is based on the students' statement as follow.

"Sometimes I rely on instagram platform to seek what I'm going to learn and which one is needed to be applied in my learning of English. So, day by day my English is getting better." (Student-5)

"I think the contents I find is depend on my need. Because sometimes when the contents I'm not interested in appear in my homepage, I'm just pass it and keep scrolling down my instagram." (Student-6)

One of the students said that she need to take a note of the materials they get from the contents on their instagram. She mentioned if she takes a note, she will easily find the materials without opening their instagram and searching the account which uploaded it.

"Sometimes I take a note the materials I read from instagram. The contents usually come up then it will change every time I open my instagram. So I decide to take a note to help myself find the materials and I don't need to open my instagram to search the account." (Student-2)

In addition, in optimizing their independent learning the student tried to practice what they have learned in their independent learning. The student said that practice can help her increase her confidence in English.

"I usually practice in front of mirror and also practice with my friends from foreign country. Actually, I applied many knowledge from instagram contents in my learning. I think if I practice more, I can be more confident with my English." (Student-8)

Moreover, it is needed an effective tool in optimizing independent learning. As the students stated, the contents on Instagram can be used for independent learning because they usually spend their time to open instagram anywhere and anytime, and also they can find the contents as they open their instagram.

"………., on instagram, we can learn from anywhere and anytime. As we usually open instagram, I think it its effective to learn English. We don't need stay at exact place to learn English, just open instagram and we can find what we need to learn." (Student-1)

"Because nowadays many people have instagram account and can spend their time to scroll instagram and there are a lot of interesting contents so it is such a good idea to learn English from instagram." (Student-3)

As it shows on the statements above, those are the explanation and the results to answer the second research question.

B. Discussion

In this section, the researcher discuss the findings of this study; contents of English learning used by the students at ELED of UINSA and students' optimization of independent learning through English learning contents on instagram. The result of the findings will be related to the theories based on the research questions as it explained as follows.

1. Contents of English learning used by the students at ELED of UINSA

Based on the research findings, the researcher summarizes the contents of English learning used by the students at

ELED of UINSA. There are 6 points that will be discussed in this part.

a.   Learning contents for speaking

Speaking English fluently is still one of the problems for students. There are four accounts revealed by the students which provide learning contents for speaking especially in speaking. There are videos about how to pronounce words, and those are provided by @jagobahasacom and @freethinkingenglish which can be applied by the students to practice speaking. As stated by Rahkmanina & Yuneva[63] that pronunciation can be conducted as speaking activities by using instagram. They also found that it can attract the students to improve their motivation in speaking which leads them to have better performance. This is in line with Handayani that the students can create their own activities to improve and boost their motivation to enhance their speaking skill.[64] When the students can pronounce words correctly, they can build their motivation to speak more fluently as they can keep practicing.

On the other hand, videos which are uploaded by native speakers can be found on @speaking_english_podcast and @voalearningenglish. Those accounts usually upload videos which are spoken by native, which is claimed by the students to help them in practicing to speak like a native. It is also mentioned by Muslimin[65]speaking and making contact with native can be one of the ways in promoting independent learning. It matches with the statement from Listiani[66] Instagram connects people around the

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[63] Rakhmanina and Yuneva

[64] Handayani, 'Instagram as a Teaching Tool? Really?'

[65] Muslimin.

[66] Listiani

world so that the students can learn English directly from native. This activity can be another way to learn speaking.

The result shown in this study is in accordance with a previous study conducted by Lisa Rakhmanina and Yuneva entitled *The Application of Instagram Activity to Improve Students' Motivation in English Speaking.*[67] The result of the study showed that creating activities on instagram during teaching speaking could improve the students' speaking abilities and affect the students' motivation to learn more. From the results obtained from this study and also previous study, it can be concluded that the contents on instagram can be used by the students to build their motivation in learning and improving their speaking skill.

b. **Learning contents for writing**

In instagram, there is a feature where users can write a caption and leave a comment in the pictures or videos uploaded. As it stated by Listiani,[68] Instagram also can be used to share personal photos or videos with captions included. In addition, instagram has proven by Lazuwardiyyah et.al[69] that it can boost the students' creativity in generating writing-ideas. The students mentioned instagram account of @bbclearningenglish which this account provides contents that give chance to the students to share their thoughts and opinion on the comment section which mean they can keep practicing and improving their writing skill. As proven by Sari[70] and Handayani et al[71] that

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[67] Rakhmanina and Yuneva

[68] Listiani

[69] Fairuz Lazuwardiyyah, Siti Uswatun Khasanah, and Rizka Safriyani. "Instagram and Students' Creativity in Writing: A Students Voice". *Proceeding of International Conference on Islamic Education.* Vol.4 (2019)

[70] Sari

[71] Handayani, Cahyono, and Widiati.

Instagram is an effective tool to boost writing proficiency and promote independent learning writing. It has succeeded in promoting students' writing skills.

Moreover, the finding also showed that accounts containing vocabulary learning can be used by the students to support their writing activity. Those vocabulary contents can be found on instagram accounts of @english4folks, @englishlab.id, and @inggrismcom. It is supported by the statement of Tajeri (et.al)[72] that various amounts of vocabulary help the students to think critically due to limitations of writing.

To sum up, in improving writing skill, the students have to be more active to practice. They can try to give a comment using English in their accounts of English learning they have followed. They also can find the contents in the accounts of English learning that contain vocabularies to support their writing.

c. **Learning contents for listening**

According to the students' statements, there are instagram accounts that provide videos spoken by native such as @listeningfun and @englishwithkayla. These accounts are owned by foreigners. They upload videos for their followers to practice listening. Listening to native speakers is very beneficial for the students to improve their listening skill. It helps them in understanding the English accent. This result was accordance with the study conducted by Kusumaningsih et al[73] entitled *Websites Practicing to Develop Listening Skills*

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[72] Mojtaba Tajeri, Pushpinder Syal, and Sanaz Marzban, 'Enhancing Vocabulary and Writing Skills Through Digital Story Telling in Higher Education', *Journal of Educational Technology, 14.3 (2017)*

[73] Citra Kusumaningsih, Senny Wiyanti, and Yulia Ramadhiyanti. "Websites Practicing to Develop Listening Skills". *Jurnal Pendidikan Bahasa.* Vol.8 No.2, 2019

which showed that the students spoke better because they tried to follow and repeat the sounds while listening to native speaker sounds. It means that the content for speaking, like videos from native that are provided on instagram can be used by the students to practice listening and try to be familiar with native's voice.

In addition, the students also mentioned @bbclearningenglish that shared videos like news from BBC News and gave a talk about a certain topic. Besides, there is @listening.with.sheila which shares videos of movie-cut. This account also gives questions related to the movie in the last part of the videos which can be answered by the students. It can help them in improving their listening skill because they have to be more focused in listening. Regarding the statement mentioned, it was in line with the statement of Handayani that instagram can be used for another listening activities of learning English by listening videos uploaded by natives[74] which is also accordance with Tirani[75] entitled *The Use of Instagram for English Language Learning in English Language Education Department* found out that instagram can help the students to develop their listening skill specifically to understand the information by video or recording. So, the students can follow those accounts mentioned as they provide content that can help them to improve listening because their videos are spoken by native.

d. **Learning contents for reading**

In Indonesia, the students who study EFL have difficulty in reading because of their lack of

[74] Handayani, 'Instagram as a Teaching Tool? Really?'
[75] Anisa Gilas Tirani, 'The Use of Instagram for English Language Learning in English Language Education Department' (Universitas Muhammadiyah Yogyakarta, 2019)

vocabulary.[76] Based on the findings, the students mentioned @englishlab.id provides contents of vocabulary, idioms, and grammar that can be really helpful for the students in understanding the text. This statement is supported by the finding from Staehr[77] with the title *Vocabulary Size and the Skills of Listening, Reading, and Writing,* which the result showed that there is a strong relationship between the amount of vocabulary and their ability to handle questions on a text. Based on the finding, the students mentioned accounts which provide contents of vocabulary, idioms, and grammar can be really helpful for the students in understanding the text. In addition, instagram accounts of @bbclearningpractice and @voalearningenglish usually share pictures or videos that contain news, stories, fun facts, and also information which can be used to practice reading. This statement can be supported by the finding from Tirani[78] and Manaroinsong[79] that reading English posts, comments or captions on instagram can help the students to learn English and develop their reading skill. To sum it all up, reading English posts or captions can be one of the activities to develop the students' reading skill and increase their vocabulary mastery which can help them in understanding the text.

e. **Contents for learning vocabulary**

As written in the finding, mentioned four accounts in instagram that provide contents for vocabulary learning. According to the finding from

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[76] Husna Nurdini & Leni Marlina, 'Vocabulary Journal as a Learning Tool for Students in Learning Vocabulary Through Reading at Junior High School', *Journal of English Language Teaching, 6.1 (2017)*

[77] Staehr, 'Vocabulary Size and the Skills of Listening, Reading, and Writing', *Journal of Language Learning, 61.3 (2008)*

[78] Tirani

[79] Mery Manaroinsong, 'The Use of Instagram as Mobile Learning to Support English Cognitive Learning Process' (Universitas Islam Indonesia, 2018)

Alfiandy that learning English through instagram can develop students' vocabulary mastery and attract their interest to learn vocabulary more.[80] The students mentioned that they follow accounts which the content helps them to enrich vocabularies like English phrases, vocabulary of Indonesian words, idioms, proverbs, acronyms and antonyms that are usually used in daily life. Those contents can be found in @engliven and @kampunginggris.co. The students also claimed that the more vocabularies they have mastered, the more they can improve their language skills. It can be supported by Milton[81] that the more words a learner knows, the better they are likely to perform whatever the skills.

In the process of vocabulary mastering, it can be easier for the students if the content provided is creative and interesting. Handayani mentioned that instagram can be a fun and creative way to have them use a tool they already have to think and learn.[82] @pinterbarenglangdev, and @english_vocabulary found by the students that those accounts provide content that is creative and interesting. @english_vocabulary also gives the example of the words in each photo. It can help the students to understand the meaning and how to use the words.

By this finding, it can be summarized that creative contents of vocabulary learning on instagram are used by the students to enrich their vocabulary to have a better performance of their language skills.

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[80] Alfiandy Kamal, 'Learning English Vocabulary Through Instagram' (Universitas Negeri Makassar, 2019)

[81] James Milton, 'Measuring the Contribution of Vocabulary Knowledge to Proficiency in the Four Skills', in Camilla Bardel et.al (Ed.), *L2 Vocabulary Acquisition, Knowledge and Use: new perspectives on assessment and corpus analysis (Colchester: Creative Commons, 2013)*

[82] Handayani, 'Students' Attitude toward Using Instagram in Teaching Writing'

f. **Contents for learning grammar**

According to the students who have participated in this research, there are five instagram accounts mentioned which provide contents for learning grammar and also quiz related to grammatical error, such as @english_learning_bubbletv, @voalearningenglish, and @kampunginggrispro. This finding is supported by the statement from Listiani that the students are not trained to practice using correct grammar because the students are usually given a quiz in the form of multiple choice rather than essay.[83] Based on this statement, answering a quiz about grammar on instagram can be another way to learn grammar.

From the several activities mentioned by Handayani,[84] practicing grammar on photo caption can be practiced by the students directly by uploading photos or videos and giving captions using correct grammar. Moreover, the students also mentioned accounts that provide grammar learning like tenses, suffix and prefix. Those accounts are @kampugninggrislc and @english_grammar_vocabulary__. It is also mentioned that the contents provided are interesting so it can attract them to learn grammar. Based on the statement, after the students learn grammar, they can directly practice on instagram by uploading photos using correct grammar on the caption.

The previous study from Shazali et al.[85] with the title *Instagram: A Platform to Develop Student's Writing Ability* is in line with the result of this study. One of the results of the study showed that instagram can improve students' grammatical structure by reading the captions of other's posts and

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[83] Listiani

[84] Handayani, 'Instagram As a Teaching Tool? Really?'

[85] Shazali,

trying to write captions using English also. It can be summarized that the contents about grammar such as a quiz about grammar can be used by the students to see their grammar understanding. Moreover, they also can practice by uploading photos or videos and writing a caption using English with grammar structure correctly.

2. **Students' optimization of independent learning through English learning contents on instagram**

Independent learning is such an opportunity for the students to see learning as something fun and interesting because they can choose what to learn and how to learn. In optimizing independent learning, the students can choose the activity that suits their interest. Based on the finding, there are five ways mentioned by the students in optimizing their independent learning during the interview.

First, the students choose by themselves the content they think is interesting, creative, and fun during their independent learning. It matches with the concept of independent learning by Elena,[86] self-instruction, which means the students can achieve their learning goal by choosing the materials of what they will learn, how it will be learned, and how it will be accessed effectively. The students said that interesting contents make learning more fun, especially in learning grammar and vocabulary. Creative and interesting contents also make the students easily remember what they have learned. Listiani said that using interesting media can make the learners more motivated and enthusiastic in learning English,[87] as it was proven by Astiti[88] that the use of instagram in language learning can attract the students' interest in learning. Since instagram is filled with creative contents for English

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[86] Elena
[87] Listiani
[88] Handayani, Cahyono, and Widiati.

learning, the students would be easier to remember all the materials they get from instagram.

Second, the students also choose the contents that suit their interest. The contents that they choose is based on what they need to learn and need to be applied in their learning. This is in line with one of the criteria of successful language learning which is stated by Muslimin that the students can do independent learning activities that suit their interest.[89] If the content appears, when it is not interesting the students will pass it and keep scrolling their instagram. It means that the students will not really pay attention to the contents on their instagram homepage if it is not interesting. So, the students can find the contents based on what they need to learn and need to be applied in their English learning.

Third is to take notes from what they have learned. The content on instagram is always coming then it will change as times instagram is opened. The student said that by taking a note, the materials will be easily found without opening their instagram and they do not have to search the account that uploaded the materials. As stated by Murtafi'ah et.al, taking a note is important because it can help the students to remember what they have read and what they have learned.[90] Based on the statement, it means that taking a note also can help the students to understand the materials easily.

Fourth, as the students get materials during their independent learning, they also can practice what they get from instagram contents to build their confidence with their English skills. As it found by Malysa Hutchinson[91] that self-confidence is important to be used as an affective

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[89] Muslimin

[90] Muhimatul Murtafi'ah, "Is Technology Based Note-Taking More Preferable For Millenials Students? Exploration Of English Students' Note-Taking Habit" (Universitas Islam Negeri Sunan Ampel Surabaya, 2020)

[91] Malysa Hutchinson, 'Developing Self-Confidence in Students' Learning English Listening & Speaking Skills II. Case Study: Students From the Department of Service Industry and Language Innovation Kasetsart University, Kamphaeng Saen Campus', *SMT Journal,* 5.1 (2019)

factor in improving their performance of English skills. The students can practice their English by speaking or making contact with native. This statement is in line with Listiani, since instagram connects people around the world, the students can learn English directly from the native.[92] As if they keep practicing, it means that they have motivation in learning English. It can be indicated as a successful of language learning as it mentioned by Muslimin,[93] the students need to be self-initiating and well-motivated to learn English, which means that they have a strong willingness to improve their English competence. By practicing, it means that the students always have motivation in learning which can build their confidence with their English skills.

Fifth, the important thing is the students need an effective tool to support them in optimizing independent learning. The students said that the contents on instagram can be an effective tool because it is easy to use. This statement is supported by Anam & Firdaus that in choosing learning resources, the availability should be noticed because it should be easy to find, easy to get,[94] and also easy to access because instagram can be accessed anywhere and anytime.[95] The contents on instagram can be effective because it is mostly used on social media among the students and they usually spend their time opening it anywhere and anytime. In addition, the content on instagram can also be found easily. If the students follow accounts of English learning, the contents will appear in their instagram homepage.

The results of this study were quite similar with the results of the study conducted by Muslimin entitled *Profile of Successful English Language Learners.* The result

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[92] Listiani

[93] Muslimin.

[94] Saeful Anam and Arina Almasal Firdaus, "Penggunaan Learning Resources dalam Proses Pembelajaran Agama Islam", *JALIE: Journal of Applied Linguistics and Islamic Education,* 4.1 (2020)

[95] Handayani

showed that one the successful language learners can be seen through their independent learning activities that suit their interest inside and outside the classroom. This study itself has a similar result which shows that in optimizing independent learning, the students also do some activities that suit their need and interest.

Based on the result above, it can be summarized that in the way of optimizing independent learning of English, the students can use the contents on instagram. The contents of English learning can be beneficial for them because instagram itself is easy to use because it is easy to access anywhere anytime. It also can be found easily because when they follow the accounts that provide English learning, their contents will appear on the homepage when they open their instagram.
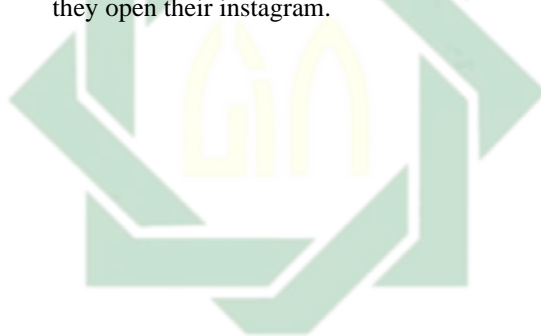
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two parts; Conclusion and Suggestion. In this part, the conclusion explained based in the result of the data analysis. It also shows some suggestions for the students, the teachers, and the other researchers.

A. **Conclusion**

1. The result of the study is based on data analysis and discussion which is written in previous chapter which shows that English Language Education Department students at UINSA used English learning contents of instagram for their independent learning and also helped them in optimizing their independent learning itself. The students find the contents by following instagram's accounts that provide English learning contents. Those learning contents are for speaking, writing, listening, reading, grammar, and also vocabulary. There were some accounts mentioned by the students for learning each skill. As providing English learning contents, those accounts give a chance to the students in practicing and improving English skills through the contents they have provided.

2. The result also shows that the students can choose and do their own strategies to optimize their independent learning. This optimization of independent learning can be done by choosing interesting contents, choosing contents that suits with students' interest, taking a note, practicing speaking by themselves, and choosing effective tool for independent learning.

B. **Suggestion**

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

1. For the students

For the students of the English Language Education Department of UINSA, after knowing the contents of English learning on instagram from the result of this research, they can find and follow instagram accounts that provide those contents of English learning to support their

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independent learning. Moreover, in optimizing independent learning they also can do the activity depending on their interest that has written on the result.

2. For the teachers

For the teachers, they can consider the contents of English learning on instagram that have been mentioned as the references in providing and building the students' independent learning. The teachers also can give the students suggestions about what they can do in optimizing independent learning based on the result that has been written.

3. For further researchers

This research only focused the contents of English learning and their optimization in independent learning using English learning contents in a small scale of the English Education Department of UINSA. For further researcher who wants to do a research with similar topic, it can be conducted with more in-depth research about the contents of English learning in a larger scale of EFL students and their optimization in independent learning using English learning contents. It is due to the fact that they could have individual perceptions of the students in optimizing independent learning.

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