

Instagram Features as Media for Learning English Listening Comprehension

Ridha Mardiani^{1*}, Nisrina Syifa Ursila²

English Education Study Program, STKIP Pasundan^{1, 2}

ridha.mardiani53@gmail.com¹, nissyifa27@gmail.com²

*corresponding author

Abstract

This study aimed to investigate what Instagram features that help students in learning English listening comprehension, and to find out the students' perceptions towards Instagram as a media to learn the subject. Mixed method was used for this study, specifically in the form of a case study in one secondary school in Cimahi, West Java, Indonesia. Ten secondary school students aged between 15 and 18 years were chosen as participants of this study. The researchers tried to create Instagram content that would help the students learn the subject, combined with the use of questionnaires, classroom observation, and students' interview to obtain data. Data from questionnaires were analyzed using percentage calculation, data from classroom observation were analyzed based on the activities in the classroom and displayed in the form of table, while students' interview were analyzed based on deductive thematic data analysis. The result shows that the students are familiar with Instagram Story, Post, Reel, and Live. These Instagram features were used as tools for learning English Listening comprehension. The students perceived that the use of Instagram features for listening English comprehension could help them develop their potencies, make the learning materials more interested, assist them to learn and be more creative.

Keywords: Instagram; Learning; Listening Comprehension; Media

Abstrak

Penelitian ini bertujuan untuk menyelidiki fitur-fitur Instagram apa saja yang membantu siswa dalam belajar menyimak pemahaman bahasa Inggris, dan menemukan bagaimana persepsi siswa terhadap Instagram sebagai media pembelajaran menyimak bahasa Inggris. Metode campuran kualitatif dan kuantitatif digunakan untuk penelitian ini, khususnya dalam bentuk studi kasus di sebuah sekolah Sekolah Menengah di Cimahi, Jawa Barat, Indonesia. Sepuluh siswa sekolah menengah yang berusia antara 15 dan 18 tahun dipilih sebagai partisipan untuk penelitian ini. Peneliti mencoba membuat konten materi yang diunggah dalam fitur-fitur Instagram yang akan menolong para siswa belajar, digabungkan dengan penggunaan kuesioner, observasi kelas, dan wawancara siswa untuk memperoleh data. Data dari kuesioner dianalisis menggunakan perhitungan persentase, data dari observasi kelas dianalisa berdasarkan aktivitas di kelas dan disajikan dalam bentuk tabel; sedangkan wawancara siswa dianalisa menggunakan analisa tematik deduktif. Hasil penelitian ini menunjukkan bahwa para siswa mengenal fitur Story, Post, Reel dan Live di Instagram. Fitur-fitur ini digunakan sebagai sarana untuk pembelajaran Menyimak bahasa Inggris dimana peneliti membuat konten materi untuk mata Pelajaran ini. Para siswa berpendapat bahwa penggunaan Instagram fitur untuk mengajar menyimak bahasa Inggris dapat menolong mereka mengembangkan potensi mereka, membuat materi pembelajaran lebih menarik, menolong mereka untuk belajar dan menjadi lebih kreatif.

Kata Kunci: Belajar; Instagram; Menyimak Pemahaman; Media

Received (18 Januari 2024)

Accepted (17 Februari 2024)

Published (22 Februari 2024)

INTRODUCTION

We have to acknowledge that the advancement of technology has been a strong characteristic in the 4.0 era, especially during and after Pandemic COVID-19 where a teacher needs to master knowledge of information technology, and uses it in the learning process. There are several social media platforms that are used by teachers in online teaching, one of the most used social media in Indonesia is Instagram. Based on data from Napoleon Cat, there were 106.72 million Instagram users in Indonesia as of February 2023. This number increased by 12.9% compared to the previous month which amounted to 94.54 million users. Instagram stands out as the most used social media platform, moreover Indonesia became the country with the 4th largest number of Instagram users in the world with at least 106 million active Instagram users (Data Reportal, 2023).

Instagram is one of the applications that many students have because of its easy use and getting information quickly. Instagram has a variety of features, such as Instagram story, Post, live, reels, and story. Studies on using Instagram in EFL classrooms show that it helps learn process in enhancing subject learning. Instagram could be used as an effective instructional media and a language learning tool outside the classroom; enhances students' ability in reading and listening; improve the students' vocabulary; and enhance listening skills (Sari & Wahyudin, 2019; Sitorus & Azir, 2021; Rivera-Lozada, et.al., 2022). In addition, by using Instagram, teachers are offered to develop classroom activities creatively (Handayani, 2016).

Innova EI (2016) Therefore, inspired by these previous research findings, the researchers focused their study on the area of investigating Instagram features that are mostly used by the students and the students' perceptions toward the features used by their teacher as media for teaching listening comprehension. In this case the teacher created their own listening comprehension materials through Instagram story.

METHODS

Employing combined qualitative and quantitative designs, this study can be called a mixed method in one case study (Creswell, 2014). The writer used mixed methods employing a research design that uses both quantitative and qualitative data to answer a particular question or set of questions. This combination of methods "involve[s] the collection, analysis, and integration of quantitative and qualitative data in a single or multiphase study" (Hanson et al., 2005). The term "multi-methods" refers to the mixing of methods by combining two or more qualitative methods in a single research study (such as in-depth interviewing and participant observation) or by using two or more quantitative methods (such as a survey and experiment) in a single research study. Mixed method is a rich field for the combination of data because with this design "words, pictures, and narrative can be used to add meaning to numbers" (Johnson & Onwuegbuzie, 2004).

Ardila, M. A. C. (2013) In addition, because this research was conducted in one Senior High School, the writer called this as case study research. As it is stated by Stake in Yin (2014) some definitions of case studies have merely repeated the types of topics to which case studies have been applied. For example, in the words of one observer, the essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result. This definition thus cites cases of "decisions" as the major focus of case studies. Other common cases include "individuals," "organizations," "processes," "programs," "neighbourhoods," "institutions," and even "events." In this case, the writer collected, analysed, and interpreted the data and then described it.

Ajayi, V. O. (2017) Ten high school students aged between 15 and 18 years were chosen purposively as the participants of this research, since they are teenagers who sit at Secondary level and they are intensively and continuously exposed to the use of Instagram as their favorite social media. A

total of 10 students are included as the participants of this research, and initially they were asked to fill in a questionnaire related to the use of Instagram.

The researchers followed these steps in obtaining data: firstly, the researchers distributed questionnaires to the participants; secondly, the researchers chose participants who used Instagram well, thirdly, the participants learnt content material (4 sessions) from the Instagram account created by the researchers.

Sitorus, N. & Azir, I.D.A. (2021) The researcher used Miles and Huberman model data analysis techniques. This qualitative data analysis technique is divided into 3 stages. The first to reduce the data. The data reduction stage is the stage of reducing or searching for data to suit the needs and of course it is easy to get information. The second stage is data presentation, where at this stage the researcher can present data that has been reduced or simplified in the previous stage, and the last step is data verification in order to draw conclusion of this research.

FINDINGS AND DISCUSSION

Findings

This chapter describes the results of data analysis which is called the findings. The findings were then discussed in light of the theory of chapter two and the previous research. The findings can be seen as follow:

Questionnaire

The researcher used a preliminary questionnaire as the first step in this study. It aimed to find out how actively students' use Instagram in their daily lives and also used as a reference for selecting the features of Instagram to make a content as a listening comprehension's learning media. This questionnaire contains several questions related to what is needed by researcher. The researcher used the

Figure 1 The result of familiar features

Google Form as the media. The result stated that 85.7% students are active Instagram users. The reason they use Instagram on average is for ordinary use, such as looking for entertainment, information, seeing friends' activities, and so on. 63.3% of students use Instagram for more than 1 hour and 71.4% of students know Instagram features. the instagram story feature is the first feature most frequently seen by students, followed by the instagram reels feature as the second feature, then the instagram reel feature as the third feature, and instagram live as the last feature most frequently seen by students.

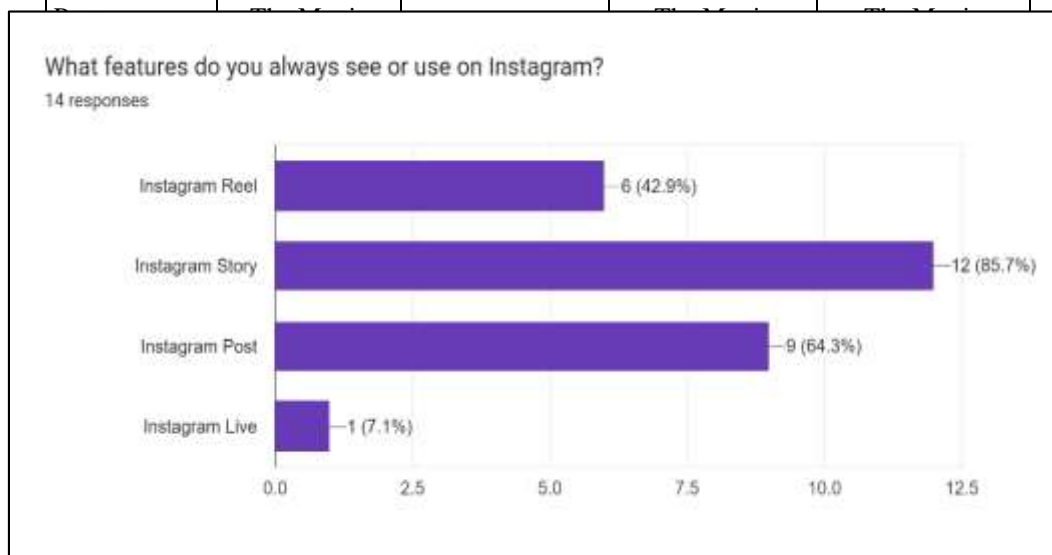
After getting data from Google Form, the researcher took 10 students to serve as a Based on the data from the questionnaire, it can be concluded that all students know the procedures for using Instagram and the features they are familiar with are the Instagram Story feature (85.7%), Instagram Post (64.3%), Instagram Reel (42.9%) and Instagram Live (7.1%). The researcher decided to examine according to these four features.

Observation

After getting data from Google Form, the researcher took 10 students to serve as a sample for this study. They watch and answer questions in some of the Instagram content.

Table 2 Instagram feature that contains contents in 4 sessions

Features	Observation 1		Observation 2	
	Session 1	Session 2	Session 3	Session 4
Instagram Reels	Slang Words	Dialogue from The Movie	Pronunciation	Slang Words
Instagram	Dialogue from	Pronunciation	Dialogue from	Dialogue from



The table has helped the researchers in compiling content in features on Instagram, in which researcher use 4 features such as Instagram reels, Instagram Posts, Instagram live, and Instagram stories. The researcher filled these features with the content that has been determined by the researcher as stated in the table.

In addition, the researchers also made observations in the classroom to see how the students used Instagram as a learning media. This observation was carried out as a tool to guide students on what they should do and to observe students using Instagram as a media for learning listening comprehension. The researcher provides 4 sessions which contain 4 Instagram features along with the content that will be provided in each session. These contents are in an account with the username @englishacademy_4.0. Students are given 4 different contents in each session. In sessions 1 and 2, the content provided to students was slang words in Instagram reels, dialogue from the movie in Instagram Posts, pronunciations in Instagram live, then missing lyrics in Instagram stories. Whereas in session 2, the researcher provided dialogue from the movie content in Instagram reels, pronunciations in Instagram Posts, slang words in Instagram live, and missing lyrics in Instagram stories.

Sari, F. M., & Wahyudin, A. Y. (2019) Sessions 1 and 2 were brought together at the same day but at different times. Students were asked to look at the content and fill in the questions in certain content, such as those in the ‘Dialogue from The Movie’ and ‘Missing Lyrics’. In the ‘Dialogue from The Film’, researchers asked questions about what vocabularies they wrote or heard by writing in the comments section. Students only needed around 15 minutes to watch the content and answered the questions. At the time of research, the Instagram Story, Post and Reels features could be listened properly. However, when students listened to Instagram Live, there were several obstacles that made students uncomfortable during the first session such as collided sounds because the students opened simultaneously. That's what makes researchers decided to do live when students are in their places. After sessions 1 and 2 ended, the researcher started sessions 3 and 4 in the next day. Session 3 contains content 'Pronunciation' on Instagram Reels, 'Dialogue from The Movie' on Instagram Post, 'Slang Word' on Instagram Live, and 'Missing Lyrics on Instagram Story. Whereas in session 4, the researcher filled out Instagram Reels with 'Slang Words' content, Instagram Post with 'Dialogue from The movie', Instagram Live with 'Pronunciation', and Instagram Story with 'Missing Lyrics'. Sessions 3 and 4 also did not take much time. Students only need about 15 minutes to listen and answer questions in some of the content. Questions are asked in the same content, namely 'Dialogue from The Movie' and 'Missing Lyrics'.

Interview

After observing students, the researchers interviewed the participants online through WhatsApp. The purpose of this interview is to find out students' opinions regarding the use of Instagram as a listening comprehension learning media. Based on the theme of the interview's questions, the researcher classified and explained the responses. The interview's findings are shown in the table below.

Table 3 The Result of Student Interview

Themes	Category
Function of Instagram Before	S1: Sharing moments S2: Sharing moments S3: Communication S4: Communication S5: Share information S6: Share moments S7: Communication S8: Communication S9: Share moments

	S10: Entertainment
Perception of using Instagram as Learning Media	S1: Interesting S2: Quite good S3: Good solution S4: The right media S5: Right technique for learning S6: Helpful for students' S7: Helpful for students' S8: Good method S9: Interesting S10: Interesting
Instagram as Learning Media	S1: Capable S2: Capable S3: Depend on user's interest S4: Capable S5: Capable S6: Capable S7: Capable S8: Capable S9: Capable S10: Capable
Contents and Subjects	S1: Slang word and Dialogue from The Movie S2: Pronunciation S3: Dialogue from The Movie S4: Slang Words S5: Dialogue from The Movie S6: Slang Words, Missing Lyrics, Dialogue from The Movie, and Pronunciation S7: Dialogue from The Movie, Slang Words, Missing Lyrics S8: Dialogue from The Movie, Missing Lyrics S9: Dialogue from the movie S10: Missing Lyrics, Dialogue from The Movie
Thought of Teacher using Instagram as Learning Media	S1: Capable, but in interesting way S2: Quite good, creative S3: Capable, but in interesting way S4: Agree, interesting S5: Interesting S6: Capable, but in interesting way S7: Capable, develop student potential S8: Capable, but in interesting way S9: Capable, but must be detailed S10: Good in interesting way

The researchers were able to draw the conclusion that students used Instagram in a positive way that was as a tool for teaching listening comprehension.

1. Function of Instagram Before

This is the interview's opening query. Before attempting to use Instagram as a teaching tool, this inquiry tries to find out students' opinions on the platform. Based on the results of this research interview, from the first question, S1, S2, and S9 gave the same statement, that their opinion of the previous function of Instagram was as a means for sharing moments. As one of the students' said in the interview:

“Menurut saya fungsi Instagram sebelumnya hanya sebagai media sosial untuk membagikan berbagai momen maupun update tentang barang maupun berita”

“In my opinion, the function of Instagram previously was only as a social media to share various moments and updates about goods and news.”

While S3, S4, S7, and S8 said that the function of Instagram is for communication. As one of the students' said in the interview:

“Menurut saya fungsi instagram sendiri sebagai aplikasi yang dimana digunakan untuk sarana komunikasi dan juga membagikan beberapa informasi kepada sesama.”

“In my opinion, the function of Instagram itself is as an application which is used as a means of communication and also to share some information with others.”

S5 and S6 said that the function of Instagram is for sharing information. As one of the students' said in the interview:

“Menurut saya fungsi Instagram adalah untuk berbagi informasi mengenai berbagai hal dan sebagai media komunikasi antar penggunanya”

“In my opinion, the function of Instagram is to share information about various things and as a medium of communication between users”

While S10 said that the function of Instagram is for entertainment. As the students' said in the interview:

“Menurut saya fungsi dari instagram adalah sebagai media sosial untuk hiburan ataupun sebagai media Informasi...”

“In my opinion, the function of Instagram is as a social media for entertainment or as an information media”

Based on the data above, it can be inferred that Instagram's original purpose was limited to that of a communication tool, a way to share experiences and information, and a source of entertainment, it was rarely used for learning.

2. Perception of using Instagram as Learning Media

The next question is about students' perception towards Instagram as learning media. The purpose of this question was to ascertain the opinions and perceptions of the students on the use of Instagram as a tool for learning English listening comprehension.

Based on the results of this research interview, from the second question, S1, S9, and S10 gave the same statement, that their opinion of their perception toward Instagram as learning media was interesting. As one of the students' said in the interview:

“Menarik dan mudah dipahami, ini juga bisa menjadi manfaat untuk saya karna selain sebagai media hiburan saya juga bisa mendapatkan ilmu”

"Interesting and easy to understand, this can also be of benefit to me because apart from being a medium of entertainment I can also gain knowledge"

S2 gave the statement that the opinion of perception toward Instagram as learning media was quite good. As the students' said in the interview:

“Cukup bagus karena bisa juga mendapat ilmu yang bermanfaat dan bukan cuman sekedar berbagi foto dan momen doang”

“Quite good because you can learn essential information as well as just share moments and images”

While S4 and S5 gave the same statement that their opinion of their perception toward Instagram as learning media was quite good. As one of the students' said in the interview:

"Ini merupakan teknik yang tepat untuk belajar karena pembelajaran menjadi lebih seru dan menarik"
"This is the right technique for learning because learning becomes more fun and interesting"

S6 and S7 gave the same statement that their opinion of their perception toward Instagram as learning media was helpful. As one of the students' said in the interview:

"Menurut saya, jika menggunakan instagram sebagai media pembelajaran, hal tersebut sangatlah membantu bagi saya, membantu agar lebih memiliki wawasan yang luas."
"In my opinion, using Instagram as a learning medium is very helpful for me, helping me to have more broad insights."

S8 gave the statement that their opinion of their perception toward Instagram as learning media was a good method. As the students' said in the interview:

"Menurut saya menjadikan instagram sebagai media pembelajaran itu cara yang bagus kita merasa tertarik dan mau mengikuti pembelajaran"
"I think using Instagram as a learning media is a great way for us to feel interested and want to take part in learning."

From the statements from the interviews above, the researcher can conclude that students have a positive perspective on using Instagram as a media for learning English listening comprehension. Instagram is a useful learning tool that offers clear content and can aid in students' listening comprehension.

3. Instagram as Learning Media

The next question is about Instagram as learning media. The purpose of this question was to verify that Instagram is capable as a media to learn English listening comprehension. From this question, all the students had the same answer, as one of the students' said in the interview:

"Dapat, karena menurut saya Instagram bila dijadikan sebagai salah satu media pembelajaran akan sangat bermanfaat, terlebih lagi jika belajar melalui mendengar suara ataupun berbentuk video, dengan ini kita dapat lebih mengetahui bagaimana cara berkomunikasi melalui bahasa inggris dengan cakap serta sesuai."

"Capable, because in my opinion if Instagram is used as a learning media it will be very useful, especially if learning through hearing voices or in the form of videos, with this we can better know how to communicate fluently and appropriately in English."

Based on the data above, Instagram is capable media to learn English listening comprehension.

a. Contents

For the next question, researcher ask about the content that students remember with. The purpose of this question is to find out what content that students remember the most.

Based on the results of this research interview, S1, S3, S5, S6, S7, S8, S9, S10 chose 'Dialogue from The Movie' as the content they remember the most. As one of the students' said in the interview:

S1, S4, S6, S7 chose ‘Slang Words’ as the content that they remember the most. As one of the students’ said in the interview:

While S6, S7, S8, S10 chose ‘Missing Lyrics’ as the content that they remember the most. As one of the students’ said in the interview:

Last, S2 and S6 S10 chose ‘Pronunciation’ as the content that they remember the most. As one of the students’ said in the interview:

b. Students’ Perceptions on Teachers using Instagram as Learning Media

For the last question is about students’ perceptions when teacher used Instagram as a learning media. The purpose of this question is to find out students’ perception on teacher that using Instagram as a learning media.

Based on the results of this research interview S1, S3, S4, S5, S6, S7, S8, S9 gave the statement that it is capable, but in interesting way. As one of the students’ said in the interview:

“Bisa, karena belajar menggunakan instagram dapat mengembangkan potensi diri siswa dan siswi untuk lebih cakap dan kreatif dalam menuangkan keaktifan dan kreativitas siswa tersebut, terlebih lagi jika guru tersebut dapat menyeimbangkan pembelajaran melalui media sosial maupun secara langsung, siswa dan siswi dapat belajar dengan lebih nyaman dan menyenangkan karena banyaknya inovasi yang dituangkan dalam suatu pembelajaran.”

Yes, because learn by Instagram can develop the self-potential of students to be more capable and also creative in expressing the activeness and creativity of these students, especially if the teacher can balance learning through social media or directly, students can learn more comfortably and fun because of the many innovations that are poured in a lesson.

While S2 and S10 gave the statement that it is good and creative. As the students’ said in the interview:

“Salah satu sesuatu yang baik jika guru bisa menyampaikan materi melalui instagram dengan penyampaian yang menarik dan tidak membosankan sehingga siswa dan siswi bisa lebih mengingat dan lebih tertarik pada materi tersebut”

“One benefit is that students will remember and be more interested in the content if the teacher uses Instagram to present the material in a fun and engaging way”

Based on the student statements above, it can be concluded that Instagram can be used as a media for learning English listening comprehension by the teacher, since it helps the students develop their own potencies, more creative, more engaged in learning materials.

DISCUSSIONS

In this section, the researchers discuss the findings on the lenses of theoretical framework underpinning this research.

Familiar Features

The researchers found that the features available on Instagram were very diverse. As explained by Islami (2010), that Instagram features include followers, Instagram story, Instagram live, Instagram post, and Instagram reel. Based on the data from the questionnaire, it can be concluded that all students know the procedures for using Instagram and the features they are familiar with are the Instagram Story feature (85.7%), Instagram Post (64.3%), Instagram Reel (42.9%) and Instagram Live (7.1%). This is where the researcher made the decision to use these four features as a platform for providing materials about English listening comprehension.

The learning material provided by the researchers are related to listening comprehension, such as listening to a number of vocabularies through song lyrics and films, as well as enriching knowledge through providing material regarding slang words and pronunciation. When creating content that contains this material, the researchers created and adapted the content to the duration limit of each feature itself. The Instagram story feature has a duration limit of 30 seconds, Instagram reel has a duration of 1 minute, while Instagram live and posts adjusted in accordance with the duration of the content that researchers created. 'Missing Lyrics' is placed in the Instagram story feature, 'Slang Words' is placed in the post and reel feature, 'Dialogue from The Movie' is placed in the Instagram post feature, 'Slang Words' is placed in the Instagram reel feature, and 'Pronunciation' is placed on the Instagram post feature and also Instagram live. Based on one of the researchers' own learning experiences, this material was chosen for the study, by which the teacher used songs and films as materials for learning English listening comprehension. The researchers also referred to various English learning content on Instagram where enriched their creativity in creating content such as slang words and pronunciation as material for learning English listening comprehension.

In practice, students focused on listening and answering questions from some of the content provided, such as in the content 'Dialogue from The Movie', where the researchers asked questions about what English vocabulary they got from excerpts of dialogue in the film. The researchers also asked students questions about the missing lyrics, which they were required to fill in the missing lyrics based on the songs they heard. This learning does not require much time because each content only presents information for no longer than five minutes.

Students' Perceptions

After listening to the content of the material, the researchers gave several questions through open-ended interviews. This aims to find out students' perceptions toward the use of Instagram that they know and to find out students' perceptions of using Instagram as a media for learning English listening comprehension. According to Blair & Serafini (2014), Instagram is a social media platform which allows users to share photos and fifteen-second videos. Instagram provides a mobile photo, video capturing and sharing service, recently has quickly arisen as a new medium in spotlight. It facilitates users to celebrate a great moment with friends by capturing photo or video (HuY et al., 2014). The theoretical foundation of this theory is in line with students' initial thoughts about Instagram before. They stated that Instagram is an application for sharing photos, videos, information, and also as a means to communicate. Sari & Wahyudin (2019) explained that Instagram could be used as an effective instructional media and a language learning tool outside the classroom. This is very consistent with what the researchers got from the results of interviews with students regarding Instagram as a medium for learning English listening comprehension. At the time of the study, the researchers divided the content into 4 sessions at different times. 2 sessions are used while they are at school, and the other 2 sessions are used outside of school. By using Instagram as a media for learning English listening comprehension students can still learn material outside of school or wherever they found it easily.

CONCLUSION AND SUGGESTION

CONSLUSION

In conclusion, this study found that Instagram can be used as a tool for learning English listening comprehension. Features that are familiar to them such as Instagram Posts, Stories, Reels, and Live can be given learning content that can help them to understand English listening comprehension, such as

listening to songs, listening to dialogues from movies, next listening to the different pronunciations of several similar words, then increasing their knowledge by listening to some slang words commonly used by native speakers. This has been proven in this study where the researchers included some of the content that was listened to by students.

Students have also expressed their opinions through interviews after they tried learning English listening comprehension with Instagram. Based on the results of the interview, the researchers concluded that all of the students agreed that Instagram can be used as a learning media, especially in learning English listening comprehension. Familiar features among students as well as interesting content have given them new perceptions about the function of Instagram itself, where previously students only knew that Instagram as a tool for communication, sharing moments, and seeking information.

SUGGESTIONS

There are two main suggestions that might be helpful for English teachers, students', and other researchers than are stated as follows:

For Teachers

Teachers can use Instagram as a media for learning English listening comprehension by elaborating its features to create attractive, interesting and meaningful learning content for learning English especially for learning listening English comprehension. They should be aware of their students' expectation to learn English using social media application that provide interesting and interactive learning content.

For Further Researcher

There are some other features of Instagram that still need to explore by other researchers for further research.

REFERENCES

- Ajayi, V. O. (2017). *Primary Sources of Data and Secondary Sources of Data*, (September). <https://doi.org/10.13140/RG.2.2.24292.68481>
- Akhiar, A., Mydin, A.-. A., & Adi Kasuma, S. A. (2017). STUDENTS PERCEPTIONS AND ATTITUDES TOWARDS THE USE OF INSTAGRAM IN ENGLISH LANGUAGE WRITING. *Malaysian Journal of Learning and Instruction*, 47–72. <https://doi.org/10.32890/mjli.2017.7796>
- Ardila, M. A. C. (2013). Exploring factors affecting listening skills and their implications for the development of the communicative competence: A case study. *Open. Writ. Doors. J*, 10(2).
- Blair, R. & Serafini, T. M. 2014. *Integration of Education: Using Social Media Networks to Engage Students*. *Journal of Systemics, Cybernetics and Informatics*, Vol.12, No.6.
- Cherry, K., (2015). *How Environmental Stimuli Affect Our Thinking*.

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.).
- Falahudin, I. (2014). *Pemanfaatan Media dalam Pembelajaran*. Jurnal Lingkar Widyaiswara, 1(4), 104–117
- Hamouda, A. (2013). *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. International Journal of Academic Research in Progressive Education and Development. 2(2), 113-155.
- Handayani, F. (2016). *Instagram as a Teaching Tool? Really?* Proceedings of ISELT FBS Universitas Negeri Padang, Vol. 4, No. 1.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Longman.
- Helgesen, M., and S. Brown. (2007). *Practical English Language Teaching, Listening*. New York: McGraw-Hill ESL/ELT.
- Innova EI (2016) *Motif dan Kepuasan Pengguna Instagram di Komunitas Instameet Indonesia*. Jurnal E-Komunikasi 4 (2): 1-11.
- Kind, T., & Evans, Y. (2015). *Social media for lifelong learning*. International Review of Psychiatry, 27(2), 124-132
- Leedy, P. D. & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed).
- Littlewood, W. (2010). *Communicative Language Teaching*. London: Cambridge University Press.
- Mahsunah, Ida Siti. (2018). Development of Interactive Learning Media with Construct 2 Software to X Graders Student on The Trigonometry Material. 111 Advances in Social Science, Education, and Humanities Research, volume 160, 129.
- Mirnawati, Feri. 2013. *Keterampilan Menyimak (Listening Skills) dan Keterampilan Menulis (Writing Skill)*. <http://ferymirna.blogspot.com/2013/12/keterampilan-menyimaklistening-skills.html>
- Miles, Mathew B., dan A. Michael Huberman. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Nadig, A. (2013). Listening Comprehension. Encyclopedia of Autism Spectrum Disorders, 1743.
- Pourhossein Gilakjani, A., & Ahmadi, M. R. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. Journal of Language Teaching and Research, 2(5), 977- 988.
- Rizal, D. and Farikhah, R. (2021). *Instagram as a Medium for Teaching and Learning English: A Qualitative Systematic Review*. English
- Rivera-Lozada, O., Campos-Ugaz, O., Diaz, M.A.A., Uribe-Hernandez, Y.C., Hernandez, R.M., De Souza, R., Alanya-Betran, J., Sameem, M.A.M., & Tarihoran, N. (2022). *"I See. I Talk. I Hear."* A Survey on the Effectiveness of Instagram App in Developing Listening Skills and Vocabulary Size of EFL Students. Journal of Positive Psychology and Wellbeing, Vol. 6, No.1.

- Sari, F. M., & Wahyudin, A. Y. (2019). *Undergraduate Students' Perceptions toward Blended Learning through Instagram in English For Business Class*. *International Journal of Language Education*, 3(2), 64–73. <https://doi.org/10.26858/ijole.v1i1.7064>
- Selwyn, Neil. 2011. *Education and Technology Key Issues and Debates*. India: Replika Press Pvt Ltd.
- Sitorus, N. & Azir, I.D.A. (2021). *Enhancing Students' Reading and Listening Skills by Using Social Media Language Learning (SMLL) Approach through Features on Instagram Verified Accounts*. *Ethical Lingua*, Vol. 8. No. 2, DOI. 10.30605/25409190.130.
- Steinberg S. (2007). *An Introduction to Communication Studies*. Juta and Company Ltd.
- Taofano, T. (2018). *Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa*. *Jurnal Komunikasi Pendidikan*, 2(2), 103-113.
- Tapscott, D. (2008). *Grown up digital: How the net generation is changing your world*. New York, NY: McGraw-Hill.
- Wankel, C. (2009). *Management education using social media*. *Organization Management Journal*, 6, 251-262.
- Williams, C. (2007). *Research Methods*. *Journal of Business & Economics Research (JBER)*, 5(3). <https://doi.org/10.19030/jber.v5i3.2532>
- Neil Selwyn (2012) *Making sense of young people, education and digital technology: the role of sociological theory*, *Oxford Review of Education*, 38:1, 81-96
- Zakky. (2018). *Pengertian Strategi Pembelajaran Secara Umum dan Menurut Para Ahli*.