

IMPACTS OF USING INSTAGRAM TO PRACTICE SPEAKING IN ENGLISH: PERSPECTIVES OF INDONESIAN NON-ENGLISH MAJOR LEARNERS

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Article Info	Abstract
<p>Keywords</p> <p>Impacts Instagram Non-English major learners Second/foreign language (L2) Speaking practice</p> <hr/> <p>Received: 28.08 2023 Accepted: 07.11 2023 Published: 31.12 2023</p>	<p>The present study was the continuation of a preceding survey study involving 102 Indonesian non-English major learners who were active Instagram users. The preceding survey study revealed that the participants had generally positive attitudes towards using Instagram to practice English speaking. Nonetheless, they were slightly less motivated to use it for learning purposes. Of the 102 survey participants, four were randomly selected to be invited for interviews for the present study. The interview data were analysed using Thematic Analysis and three recurring themes emerged on the perceived impacts of using Instagram to practice speaking. First, Instagram impacted learners' learning at different magnitudes. Second, Instagram allowed for an interesting and flexible learning of speaking. Third, Instagram motivated learners to develop their speaking fluency. Despite the seemingly positive results, some excerpts indicated that some learners' learning experiences using Instagram were somewhat superficial, unstructured, incidental, and fairly minimal. Based on the findings, teachers are suggested to capitalise on the popularity of Instagram among learners by incorporating it in explicit second/foreign (L2) language instruction. Possible limitations are stated alongside suggested directions for future studies.</p>

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1. Introduction

Technology has become an important aspect of both our personal and professional lives (Kazemi & Narafshan, 2014). In the educational field, it has been playing a massively important role in the instructional process (Ahmadi, 2018). Nowadays, it can no longer be separated from the instructional process (Mamudi & Alamry, 2021). Even further, in the case of second/foreign language (L2) instruction, the rapid development of technology has become an important key to L2 learning and teaching (Gilakjani, 2017). Even more, it seems that technological tools have become required teaching instruments to provide high-quality learning (Ahmadi, 2018). Incorporating

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technology in the instructional process is thought to be more motivating for L2 learners as well.

Technological tools have been utilised to facilitate the learning of various language skills such as reading, listening, writing, and speaking. Though each skill has provided learners with its challenges, L2 speaking is thought to be the most anxiety-provoking skill (Subekti, 2018b, 2018a). Two aspects of successful speaking are accuracy and fluency. Whilst accuracy is related to the conformity of speech with grammatical rules (Mazouzi, 2013), fluency focuses on whether a speaker can carry on talking intelligibly (Hughes, 2002). To achieve one or both of these aspects requires repetitive trials and errors which can cause a certain degree of embarrassment and, in the process, learners may lose their confidence and simply stop practising. In this case, technological tools can be utilised to provide learners with a possibly psychologically safer environment where learners do not always need to directly face their teachers or the whole class when they practice speaking. Such tools can also make it possible for learners to practice speaking at their own pace outside the class.

One of the manifestations of technological advancements is the emergence of social media. Social media is defined as a computer-mediated platform that enables people to communicate, discuss, or share pictures and videos with other people across the world virtually (Salikin & Tahir, 2017). Studies have been conducted in various learning contexts to contemplate the utilisation of various social media for language learning. A study by Li (2017) reported the uses of social media by learners at a private university in Hong Kong to access additional materials, exchange the learning materials with friends, and do collaborative learning or discussion. In the field of L2 speaking specifically, recent studies on the use of social media to facilitate the learning of speaking have been carried out in various contexts, for example, Ukraine (Mykytiuk et al., 2022), Iraq (Dirjal & Ghabanchi, 2020), Bangladesh (Mitu, 2020), and Saudi Arabia (Binmahboob, 2020; Mustafa, 2018), probably suggesting the popularity of social media as well as the relevance of social media and L2 speaking these days.

The following is the overview of the findings of these studies. A quantitative study involving 100 Bangladeshi L2 teachers of English and 100 L2 learners by Mitu (2020) reported the participants' generally positive attitudes towards the educational uses of various social media such as *Facebook*, *WhatsApp*, *IMO*, *LinkedIn*, *Twitter*, *Skype*, *WeChat*, *Instagram*, and *Viber*. Furthermore, a study involving 22 Saudi Arabian university learners by Mustafa (2018) reported that the uses of *YouTube*, *Skype* and *WhatsApp* were reported to positively influence learners' speaking performance as measured using t-

tests comparing their pre and post-test results. Another study in Saudi Arabia involved 30 L2 instructors (Binmahboob, 2020). The study reported that the language instructors saw *YouTube* as a beneficial instructional tool that could be used to teach speaking to secondary school learners. A study involving seventy Iraqi university learners by Dirjal and Ghabanchi (2020) reported that though the use of *Skype* applications positively influenced learners' speaking achievement, female learners were reported to score significantly higher than their male counterparts, suggesting that female learners may benefit from learning using social media more than their male counterparts. In addition, another social media, *Facebook*, was reported to obtain positive attitudes from 116 Ukrainian university learners (Mykytiuk et al., 2022).

In the Indonesian context, studies investigating the use of social media for speaking are also available. They investigated the use of *YouTube* (Ilyas & Putri, 2020; Y. N. Sari & Margana, 2019), *WhatsApp* (Marleni & Asilestari, 2018), and three social media platforms: *YouTube*, *TikTok*, and *Instagram* (Hanim, 2021). A study involving 50 English department learners by Hanim (2021) found that *YouTube*, compared with *Instagram* and *TikTok*, was the most popular social media platform for learning. A quasi-experimental study by Ilyas and Putri (2020) involving 48 learners found that learners' speaking achievement significantly improved after being taught using *YouTube* channels. The use of *WhatsApp* was also reported to significantly improve learners' speaking achievement in an earlier study by Marleni and Asilestari (2018). These aforementioned studies suggested relatively uniform favourable findings supporting the use of social media for L2 speaking.

Among available social media, Instagram has emerged to be one of the most popular. As of April 2023, it has roughly 1.63 billion users worldwide (Data Reportal, 2023). This platform is particularly popular among young people including school and university learners. Several studies on Instagram have been carried out, for instance in Turkiye (Erarslan, 2019; Gonulal, 2019), Iran (Rajani & Chalak, 2021), and Malaysia (Azlan et al., 2019). Involving 219 Turkish university learners of English, a mixed methods study by Erarslan (2019) reported that through *Instagram*, learners could practise speaking more confidently and in a more relaxed manner. A similar finding was reported by Azlan et al. (2019). They also found that *Instagram* positively influenced learners' self-confidence and motivation to become fluent speakers. Similarly, a study in Turkiye by Gonulal (2019) also suggested that the flexible learning offered by *Instagram* made learners able to practice their skills at their own pace anywhere and anytime. Despite the seemingly all positive findings, Rajani and Chalak (2021) mentioned that the effectiveness of *Instagram* for learning greatly depends on

the quality of the materials used as the learning source and teachers' creativity in optimising its use for instructional purposes.

Furthermore, specifically in the Indonesian context, nowadays *Instagram* seems to be one of the most popular among Indonesians. As of July 2022, there were 109 million Instagram users in Indonesia (Nurhayati-Wolff, 2023). Among this staggering number, around 55.1 million (50.6%) were young people aged 13-24. More specifically, around 42 million (38.5%) were users aged 18-24. This number has probably been higher by now. Due to its popularity among Indonesian school and university learner age groups, the plethora of literature on *Instagram* for educational purposes, especially language learning, seems to be overwhelmed with studies in the Indonesian context. These studies generally reported benefits of using the platform for L2 learning, for example, learning grammar (Pujiati et al., 2019), vocabulary and listening (Agustin & Ayu, 2021; Baruti & Subekti, 2023), writing (Rosyida & Seftika, 2019), and speaking (Mahmudah & Ardi, 2020; Wulandari, 2019). Instagram allows educational accounts to share materials in the forms of pictures and videos for free and such content could be utilised to make learning more fun and enjoyable (Agustin & Ayu, 2021). Wulandari (2019) reported that besides improving learners' speaking proficiency, using *Instagram* also contributed to enhancing learners' fluency and vocabulary mastery, as well as boosting their self-confidence and motivation. In line with that, several other studies involving Indonesian high school learners also reported the merit of using Instagram in enhancing learners' learning motivation (Mahmudah & Ardi, 2020; Pujiati et al., 2019).

Overview of the Preceding Study

This study was built upon a preceding survey study involving 102 Indonesian non-English major learners across Indonesia. The survey study revealed that generally learners had positive attitudes towards the use of *Instagram* to practise English speaking. Nonetheless, they were reported to be less motivated to use the platform for learning purposes. These findings were rather contradictory. Hence, we concluded that further explorations may be needed to better understand these rather contradictory findings.

For this purpose, the present study intends to answer this research question: What are non-English major learners' views on the possible impacts of using *Instagram* to practice speaking in English?

2. Method

2.1. Research Design

The present study employed a qualitative research design using online semi-structured interviews. A qualitative research design intends to obtain an in-depth description of the phenomena under investigation and to obtain a holistic overview of the study (Miles et al., 2014). The use of semi-structured interviews was attributed to the merits of this method. The method allows researchers to probe for more detailed responses where interviewees are asked to clarify what has been said (Gray, 2014). Seidman (2013) argued that interviews intend to understand participants' personal experiences and the meaning they make of the experiences. In this study, the interviews intended to contemplate the learner participants' subjective views on the impacts of using *Instagram* to practise speaking in English.

2.2. Research Participants

This study was the continuation of our previous online survey study involving 102 Indonesian non-English major university learners who are active *Instagram* users from fifteen different provinces in the country. As such, this study derived its participants from the preceding quantitative study. In this study, four survey participants indicating their willingness to be interviewed were randomly selected to be invited for the interviews. Of these four participants, one was from Central Java, two from Yogyakarta, and one from Jakarta provinces. As indicated in one of their responses in the background questionnaire section of the previous survey study, these participants were all active *Instagram* users spending at least an hour daily surfing on the platform.

2.3. Instruments

The instruments of this study were an interview checklist on the use of *Instagram* to practise English speaking. Examples of questions include "Do you practice speaking through *Instagram*?", "If you do, how do you do that? And if you do not, kindly explain if there is any other learning activity you do whilst on *Instagram*?" The interview questions also came from the participants' responses to several questions in the preceding survey study. For instance, "You responded with 'strongly agree' on the statement: '*Instagram* makes speaking practice more interesting' -- Can you elaborate?" In this sense, some questions in the interviews intended to obtain the 'why's' and 'how's' of the interview participants' responses to the survey study. In so doing, it tried to obtain clarification and a detailed explanation of their initial responses in the preceding survey study.

2.4. Data Collection and Analysis

The interviews were conducted online through *Zoom* and *Google Meet* platforms from 18 to 25 April 2023. The interviews were conducted in the Indonesian language, the participants' first language. It was to allow them to freely give responses without any language barrier, thus probably allowing for more in-depth responses. The interviews were recorded and the interview data were fully transcribed and the transcriptions were then translated into English.

The English transcripts were further analysed using Thematic Analysis. It is the process of "identifying patterns or themes within qualitative data" (Maguire & Delahunt, 2017, p. 3352). The steps were as follows (Braun & Clarke, 2006). The first was to become familiar with the data. The second was to generate initial codes. The next was to search for themes and review them. After that, themes were defined. In this study, the aforementioned steps were done by reading and re-reading the interview transcripts to get familiar with the content, annotating the participants' responses, and making separate notes for possible themes concerning the objective of this study. The last step was writing up the report where the excerpts best representing each theme were selected for reporting and further analysed.

2.5. Ethical Consideration

Ethical principles were adhered to in this study. First, the study implemented the principle of autonomy (Govil, 2013; Gray, 2014). The interview participants were contacted for interviews per the questionnaire data in the preceding study where they indicated their willingness to be contacted for possible follow-up interviews. Then, before the interviews were conducted, they were given a consent form detailing the purposes of the study, the researchers' identities as well as their rights and responsibilities if they decided to participate in the study (Israel & Hay, 2006). The participation was voluntary without any coercion. Furthermore, pseudonyms were used throughout this report to protect the interviewees' confidentiality (Rose, 2013).

The sequence of data collection and analysis can be observed in Figure 1.

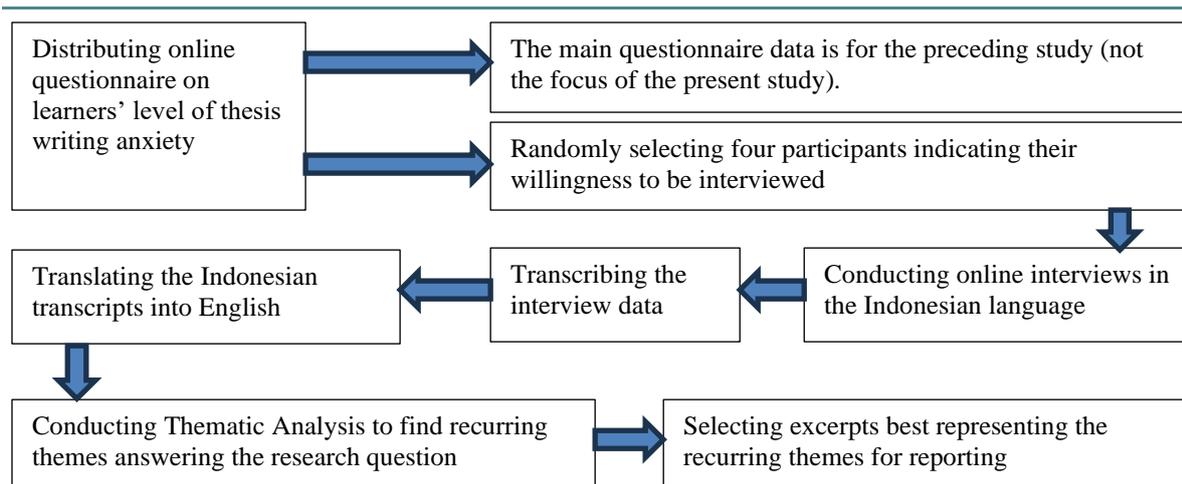


Figure 1. *The Sequence of Data Collection and Analysis*

3. Findings

The present study aims to investigate non-English major learners' views on the possible impacts of using *Instagram* to practice speaking in English. For this purpose, four participants from the preceding survey study were randomly selected and invited for online interviews. The pseudonyms of the participants are Cakra (male), Azka (male), Martha (female), and Yokbet (female). From the Thematic Analysis, the study found three themes and these can be seen in Table 1.

Table 1. *The Recurring Themes on the Possible Impacts of Using Instagram to Practise Speaking*

Theme 1	<i>Instagram</i> impacted learners' learning at different magnitudes.
Theme 2	<i>Instagram</i> allowed for an interesting and flexible learning of speaking.
Theme 3	<i>Instagram</i> motivated learners to develop their speaking fluency.

In the following parts, each theme will be further discussed.

Theme 1. Instagram impacted learners' learning at different magnitudes.

Two participants, Martha and Yokbet, stated that using *Instagram* helped improve their speaking. Regarding this, they explained:

"For me, it helped (my English speaking). As I mentioned before, through videos, for example, on idioms, or videos of how to say something in English... For example, how to say "get well soon", they (educational account users) would provide several expressions that are new to me.

Then, I could watch, listen, and imitate. Sometimes, I replied (the content) again if needed.”
[Martha]

“... they (educational account users) discuss words that we use every day, for example, ‘circle’ pronounced as ‘sarɪkl’ (which is) wrong, the correct one is ‘sɜ:kəl’. Sometimes they also display words, then we are asked to say them ... after a few minutes they will give the correct pronunciations, so we will know where we make mistakes (mispronunciations). After knowing that, when I speak, I never say it as ‘sarɪkl’ anymore but ‘sɜ:kəl’. ... I think it (Instagram) helped my speaking through such simple ways.” [Yokbet]

As could be seen from the excerpts, *Instagram* had positively improved the participants’ speaking ability. It helped them know several expressions and how to pronounce English words. This was achieved through educational English content provided by educational accounts on the platform.

In contrast with the testimonies of Martha and Yokbet, Azka and Cakra considered the impacts of *Instagram* for their speaking very little. They stated that *Instagram* did not help improve their speaking performance. Regarding this, they remarked:

“It’s not significant (to improve my speaking), because I only learn when I open Instagram, scrolling up and then they (English posts) happen to pass by ... when we open Instagram, a lot of content appears. So sometimes, I get distracted with these.” [Azka]

“[...] I think it (the impact) is not very significant ... Because I see Instagram as a social media, not a platform to learn. Even when I’m watching educational videos, I will easily get distracted by other funny videos ... even other notifications.” [Cakra]

As seen from the excerpts, both Azka and Cakra experienced difficulty concentrating on learning using *Instagram*. They were either distracted by entertainment content or solely learning English content on *Instagram* when it ‘accidentally’ appeared in their *Instagram* feeds.

All in all, several points can be taken away from this theme. *Instagram* was reported to help the learning of English expressions and pronunciation. However, *Instagram* as a social media also (and perhaps mostly) provided entertainment content, attributed to some learners’ little focus on the English content.

Theme 2. Instagram allowed for an interesting and flexible learning of speaking.

Despite the different views on the magnitude of the impacts of *Instagram* on speaking seen in Theme 1, three participants acknowledged that *Instagram* allowed for interesting and flexible learning of speaking. Features such as *video*, *reels*, and *digital*

filters in the *Instagram story* were reported to be the forte making speaking practice through *Instagram* interesting. Regarding this, Martha and Yokbet commented:

"I think from video posts and reels ... so you can see and hear their (content creators) voices, then you can also see their lips ... (so we can distinguish) how to pronounce (English words) correctly, so I'm more into videos because they are more interactive." [Martha]

"... its filter feature (digital effect in Instagram story) that shows pictures and we have to guess which picture ... in English. For example, a picture of a flag, then we are asked to say what it is in English. So, I find a feature like this interesting." [Yokbet]

As seen from the excerpts, the experience of speaking practice became more engaging using *Instagram* with its features such as *video*, *reels*, and *digital filters* in the *Instagram story*. Those features allowed the participants to observe, listen, or even record their videos to practice. Furthermore, features like digital filters in the *Instagram story* made learning more interesting and enjoyable.

Besides, being reported to provide potentially appealing learning experiences, *Instagram* was also reported to also allow for a flexible learning experience. Regarding this, Yokbet, Cakra, and Martha commented:

"... when I am lying down in my boarding house, I usually also check my Instagram... there will also be new content, I unconsciously learn. Maybe it's because I happen to follow a lot of accounts, so there are a lot of new (English) contents every day." [Yokbet]

"Instagram can be accessed at any time, so ... I can practice speaking through Instagram anywhere or anytime." [Cakra]

"It (Instagram) can be accessed anywhere and anytime. So, anywhere, we can open (to access) the content. But I mean anywhere (for example) when we are bored (not in the classroom), we can open Instagram and take a look at the (English) content." [Martha]

As seen in the excerpts, learners acknowledged that practising speaking by optimising the features of *Instagram* was interesting. Moreover, they could access the English content anywhere and anytime. Hence, the platform offers flexibility for learners, enabling them to learn beyond the boundary of classrooms.

Theme 3. Instagram motivated learners to develop their speaking fluency.

Of four participants, three participants, Martha, Yokbet, and Cakra, reported that *Instagram* helped boost their motivation to develop speaking fluency. Regarding this, they commented.

"The motivation (to practice speaking) increases ... like we also want to be able to speak fluent English and communicate using English. So, because we watch often and imitate what's on Instagram like that, it's like increasing our motivation so we can talk like the speakers in the video. So ... this is very, very influential. [Martha]

"[...] It motivates me because the content is very good. Then what keeps us motivated again is we can easily get the material anywhere and anytime. For example, when I'm lying in my room, even when I'm working, sometimes I will (go and) see their content and can learn too." [Yokbet]

"We are often provided with English content in the form of pictures and texts, for example ... we are (I am) kind of curious ... like how it feels to talk (fluently) in English. So, we are (I am) motivated to speak in English just by watching them speaking in English." [Cakra]

As suggested in the excerpts, *Instagram* positively influenced learners' motivation to become fluent in English. Participants reported that they got motivated because of seeing the speakers in the English learning videos they watched. In other words, English content in the platform served as an inspiration for possible English-using selves for learners.

4. Conclusion, Discussion and Suggestions

This study intends to investigate non-English major learners' views on the possible impacts of *Instagram* as a venue to practice English speaking. The study found that *Instagram* facilitated learners to practice English expressions and pronunciation. This finding conforms to several authors' reiterations on the role of *Instagram* in providing access to numerous native teachers and qualified educators from all over the world (Erikson et al., 2021; Rajani & Chalak, 2021). Several previous studies in the Indonesian context also reported that *Instagram* facilitated learners to explore English content or videos or even create their videos to practice speaking (Devi et al., 2020; Erikson et al., 2021; Hape, 2018; Nurhikmah, 2021; Rakhmanina & Yuneva, 2018; Seftika, 2019). For instance, a descriptive study by Devi et al. (2020) found learners enjoyed exploring their *Instagram* which was filled with English learning video content, because it gave them a different atmosphere to practice speaking besides in the classroom. As seen from Martha's excerpt, *Instagram* allowed her to replay videos she desired to rewatch. Rewatching videos allowed her to repeat words or expressions to practice her speaking. Regarding this, Nurhikmah (2021) mentioned that repeating some words or phrases may have positive impacts on learners' speaking skills and, eventually, performance.

The present study also found that *Instagram*, through its various features, provided learners with a venue for an interesting and flexible learning experience of speaking. This finding conforms to the findings of previous studies in Indonesia (Himmah et al., 2020; F. M. Sari & Wahyudin, 2019) and Iran (Rajani & Chalak, 2021). A study in the Indonesian context revealed that learners liked *Instagram* as a learning media because it was easy to access and the participants had time to practice their speaking outside the classroom (F. M. Sari & Wahyudin, 2019). Furthermore, involving Indonesian high school learners, an experimental study by Himmah et al. (2020) reported that learners were engaged in speaking practices through videos. It also reported that after making *Instagram* video projects, learners' speaking performance significantly improved and they were less anxious or apprehensive to speak in front of the class. In line with that, a study involving ten Iranian L2 learners by Rajani and Chalak (2021) also reported that these participants enjoyed learning English through *Instagram* because it was more appealing, colourful, and creative. They further explained that these characteristics did not only influence learners' speaking skills positively but also their listening comprehension.

Furthermore, as reported by the participants in this study, *Instagram* motivated them to be able to speak English as fluently as English content creators whose content they watched. This finding was similar to several previous studies (Azlan et al., 2019; Devana & Afifah, 2020; Mahmudah & Ardi, 2020; Pujiati et al., 2019; Wulandari, 2019). For example, a quasi-experimental study by Devana and Afifah (2020) in the Indonesian context also reported that using *Instagram* boosted learners' motivation to practice their oral communication and helped them develop their fluency. The flexible learning it offered may also be attributed to lower anxiety compared to the learning process happening in typical L2 classrooms. Besides, social media seems to have a forte in offering learners more relaxing and flexible learning experiences. A study by Binmahboob (2020) in the Saudi Arabian context, investigated the use of *YouTube* to improve speaking skills. The study also reported the same favourable results. These findings across different studies may give some kind of support that social media such as *Instagram* and *YouTube* could facilitate learners to become independent learners and to practice as much as they need from their numerous English learning contents.

Despite the seemingly 'all-positive' findings about *Instagram* for the learning of speaking, the present study, as seen in Theme 1, also found that at least two participants did not consider *Instagram* to be an effective learning tool. This was very probably attributed to the many non-educational and entertainment content on the

platform. *Instagram* is after all a social media and the number of entertainment content very likely overwhelms the educational or particularly English learning content. Some participants in the study by Rajani and Chalak (2021) also reported that they were at times distracted by entertainment content when they were supposed to do English class projects through the platform. In an earlier mixed-methods study involving 101 Malaysian learners, Akhiar et al. (2017) also reported that some participants found themselves easily distracted by entertainment content on the platform.

At this point, as also suggested in this study, whilst *Instagram* was very popular among learners, it seemed to be just an 'add-on' in learners' learning process. Whilst it was reported to garner favourable attitudes from learners, some learners' testimonies also suggested the somewhat superficial experience of actually using the platform for learning purposes. For example, a participant watched English learning content when it happened to appear in his *Instagram* feed. Regarding this, Al-Garawi (2012) stated that learners could create a learning account on *Instagram* and follow accounts specifically intended for English learning. However, this solution may be too far of a stretch. That is considering the popularity of *Instagram* as social media for entertainment and considering that learners may also have the burden of studying in other disciplines at the same time.

Whilst 'by default' *Instagram* may be seen as a social and entertainment platform, there are still plenty of rooms where language teachers can condition learners to spend more time for learning purposes on *Instagram*. It is probably not feasible to convert *Instagram* into a platform solely used for learning among L2 learners. Nevertheless, teachers can take advantage of its popularity among learners to provide meaningful, interesting, and enjoyable L2 learning experiences. It can be done by incorporating the use of the platform in L2 instruction by assigning various outside-class projects necessitating learners to use the platform for learning purposes.

In conclusion, several important points about this study can be outlined. Involving four non-English major learners in interviews, several findings can be reported regarding their views on the impacts of using *Instagram* to practice speaking. They generally had positive views mentioning it as a platform allowing for flexible and enjoyable learning as well as motivating them to achieve language fluency. Expressions and pronunciations were mentioned as the specific aspects of speaking that could be learned on the platform. Despite these seemingly promising findings, some learners' remarks seemed to be rather superficial citing the learning experiences that happened were unstructured, accidental, and rather minimum. Some participants

even mentioned that the platform was not an effective medium for practising speaking.

Based on the aforementioned findings, pedagogical implications can be suggested. Teachers are advised to incorporate the use of *Instagram* for language learning tasks to optimise learners' familiarity with the platform to boost their language learning. For example, teachers can optimise the use of *Instagram* features such as feeds, story, *Reels* or *IGTV* to provide English materials. For instance, when teaching about Simple Past Tense, teachers could upload videos talking about their last holiday as a model and share the link with learners. Based on the topic with the teachers' posts as the model or reference, learners are then assigned to make their videos where they retell past events. They upload the videos with suitable captions. In addition, learners can also be assigned to comment on some of their friends' videos to increase exposure to the topic, hence potentially enhancing their understanding.

Furthermore, the limitations of this study should be acknowledged. First, studies on *Instagram* have overwhelmingly been conducted in Indonesia. Hence, the findings of this study could only be compared with fairly limited previous relevant studies, mostly conducted in Indonesia. Another limitation of this study was perhaps attributed to the limited number of interview participants. More participants may have allowed richer and more in-depth data.

Finally, considering the popularity of *Instagram* in many other countries, future studies can be conducted in other learning contexts where *Instagram* is also popular among learners. More careful sampling may be needed to recruit participants who are not only active users of *Instagram* but also using the platform for language learning. Conducting classroom action research on the effectiveness of the use of *Instagram* can also be a breakthrough in learning contexts outside Indonesia considering the scarcity of available studies outside Indonesia.

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