

“I See. I Talk. I Hear.” A Survey on the Effectiveness of Instagram App in Developing Listening Skill and Vocabulary Size of EFL Students

Oriana Rivera-Lozada¹, Osmer Campos-Ugaz², Mitchell Alberto Alarcón Diaz³, Yrene Cecilia Uribe-Hernández⁴, Ronald M. Hernández⁵, Russell De Souza⁶, Joel Alanya-Beltran⁷, Mohamed Aboobucker Mohamed Sameem⁸, Nafan Tarihoran⁹

¹Universidad Norbert Wiener, Lima, Peru, ORCID: <https://orcid.org/0000-0002-6546-3570>

Correo: oriana.rivera@uwiener.edu.pe

²Universidad Católica Santo Toribio de Mogrovejo, Chiclayo, Perú

ORCID: <https://orcid.org/0000-0002-3876-6605>, Email: ocampos@usat.edu.pe

³Universidad Nacional Mayor de San Marcos, Perú, malarcond@unmsm.edu.pe

<https://orcid.org/0000-0003-0027-5701>

⁴Universidad Tecnológica del Peru, Perú, c17126@utp.edu.pe

<https://orcid.org/0000-0001-5893-9262>

⁵Universidad Continental, Cusco, Perú ORCID: <https://orcid.org/0000-0003-1263-2454>

Email: ronald.hernandez@outlook.com.pe

⁶Assistant Professor, Department of Education, Nirmala Institute of Education, Altinho, Pamaji - Goa. 403 001

Email: russosouza@gmail.com ORCID: <https://orcid.org/0000-0002>

⁷Universidad Tecnológica del Perú,

Peru.c18121@utp.edu.pe <https://orcid.org/0000-0002-8058-6229>

⁸South Eastern University of Sri Lanka

, <https://orcid.org/0000-0002-5164-5277> Affiliation: Email: risameem@seu.ac.lk

⁹State Islamic University, Sultan Maulana Hasanuddin Banten, Indonesia, nafan.tarihoran@uinbanten.ac.id

<https://orcid.org/0000-0001-9637-5947>

Abstract

It is now possible to learn without having to rely on books. In addition to reading books, there are a variety of other ways in which we might expand our knowledge. At this point in time, technology has become a need for every human being. It's no longer a luxury item to own a smart phone, which is becoming the most prevalent gadget in everyday life. It's also easy to locate information thanks to the wide variety of apps available on smart phones. Instagram is a popular smartphone software that many people love using. Instagram is a social networking platform that allows users to post images and videos, as well as other types of content. It's not uncommon to see Instagram accounts that share information about English lessons in the form of photos with English captions and long-duration videos, such as IGTV, in which English is used. These accounts can help us better understand and learn the language, as well as help us improve our vocabulary.

1. Introduction

It's possible for students to employ a variety of learning media to enhance their knowledge and proficiency in a foreign language (Aminatun & Oktaviani, 2019a; Sari, 2020; Putri & Sari, 2020; Putri & Sari, 2020). It is widely accepted that printed books are an efficient medium for

pupils to learn a second language. According to a study done in 1992, pupils are better able to comprehend material presented in printed books that are longer than a single page. Pustaka (2018) claims that students may become long-term learners via the action of reading since their knowledge is always being updated and enhanced. Teachers may also benefit from the

use of printed textbooks (Sasalia & Sari, 2020). We may learn our language in a variety of methods, including via online platforms and multimedia games, given the digital age we live in (Abbas et al., 2019; Sari, 2020; Sari & Oktaviani, 2021). In addition, vlogs are employed as a teaching tool to help students enhance their English comprehension (Mandasari, & Aminatun, 2019). Utilizing a flipped classroom format, students may be taught using both a printed and an online platform (Mandasari & Wahyudin, 2021). If you want to learn the target language, you must understand how to use both print and internet media to their fullest potential. In addition to reading, listening is an essential ability for improving one's command of the language. However, the dull lecture style is still used by professors and lecturers at all educational levels, whether in high school or college. As a result, pupils become disinterested in what their lecturers have to say. It's tough to discover resources for teaching listening from a teacher's perspective (Vadia, 2018). One of the most challenging skills to learn in an EFL environment is listening comprehension, according to Sparks et al. (2018), who found that students are unwilling to attend listening lessons because they are not exposed to native speakers' genuine speech. Humans utilize language as a means of conveying our thoughts, emotions, and views to other people. To put it another way, Golinski (2020) claims that language is a system of symbols that are meaningful and articulate sound (created by said tool) that are arbitrary and customary, utilized by a group of human beings to convey emotions and ideas. We may also get a great deal of knowledge via language, and we can do it in two ways (Rido & Sari, 2018; Sari, 2018).

In today's world, most people, even children, are able to utilize technology in their daily lives (Pustika, 2020). Sharing information and expanding our knowledge are the primary functions of social media (Ayu, 2020). Using technology in the classroom may aid students in their academic endeavors (Mandasari, 2020). Social media has three components, according to Yu et al, (2018), infrastructure and instruments of information used in the creation and distribution of media. Personal messages, news, concepts, and goods are all examples of media content. Those who make and consume digital media material are people, businesses, and

organizations. Finally, pupils' capacity to express themselves more creatively is a measure of their ability to grasp formal online subject mastery. There is still a risk of being a victim of misleading information or a hoax when utilizing social media; thus, caution must be used.

The use of social media and mobile devices has a number of pros and disadvantages, with the majority of the advantages being perceived in terms of access to course materials, video clips, and the transmission of instructional notes. In general, students believe that social media and mobile devices are the most cost-effective and convenient ways to get pertinent information. The usage of online social media for collaborative learning has been shown to significantly improve students' academic performance and happiness in western nations (Ansari & Khan, 2020). With a growing emphasis on the use of digital platforms, according to Sleeman et al., (2020), to support teaching and learning, the task of establishing relationships between overseas students and their new peers has become even more difficult. Student social ties may be strengthened through the usage of social media platforms in higher education, which can enhance not just learning but also the overall international study experience and sense of belonging.

It is a well-established truth that integrating social media and higher education would benefit both the school and its students. The usage of social media (SM) and its potential as a tool for education are becoming study issues. Blogs, wikis, YouTube, Facebook, and Twitter are all examples of popular types of social media. Additionally, it was mentioned that Facebook may be utilized to collect data, serve as a learning tool, connect students, and spread university culture. Wikis are particularly beneficial for collaborative projects or as a feedback and interactive learning platform for blogs. YouTube is an example of a social media platform that enables the formation of social relationships centered on uploaded videos. While it was established that many students utilized YouTube to learn and seek information, studies indicate that YouTube's use for academic learning and efficacy as a teaching medium fell well below that of other social media platforms, such as Facebook (Moghavvemi et al., 2018).

Instagram is a popular social networking platform among today's young people. Sharing

photographs and videos on Instagram is an effective means of gaining new followers, but it also has additional features like DM (direct messaging), comments, love, and more. A photo and video sharing app, Instagram (abbreviated as "IG" or "Insta") enables its users to shoot pictures and videos and then apply digital filters before posting them to other websites, including Instagram itself. While some Instagram accounts merely post photographs and videos of themselves, others provide information on English-related content. Indeed, students nowadays have access to a wealth of technologies that may aid them in their education (Aminatun, 2019). Students thought of social media as a tool that may help them study better (Sari & Wahyudin, 2019a; Sari & Wahyudin, 2019b).

In order to become fluent in the English language, it is critical to build one's vocabulary. It is an essential part of learning a new language (Ambarwati & Mandasari, 2020). The teacher's involvement in vocabulary instruction is inextricably linked to the complexity of the technology used. Instagram is a pleasant option for students who are interested in learning vocabulary since it is backed by images that may pique their interest in English and encourage them to learn more about the language (Pratiwi & Ayu, 2020). Vocabulary is the first thing you need to learn in order to become fluent in English. A few specialists have come up with a few definitions of vocabulary. A person's vocabulary includes all the words he or she knows or uses, as well as all the words in a certain language, according to Masrai (2019). For language learners, vocabulary is essential because it underpins their abilities in all four language skills—speaking, listening, reading, and writing. It's clear from the statements of some of these experts that vocabulary is a crucial component in learning English, and that vocabulary may make it simpler for us to acquire some of the abilities we need to master in English, such as reading and writing (Ayu & Zuraida, 2020). To make learning a foreign language simpler, vocabulary and listening are both essential. Shariyevna & Israilova (2020) agreed that listening is the key component in language learning and instruction since in the classroom learners do more listening than speaking. Listening is the most crucial aspect of everyday life since it allows us to decipher what is being said. A pleasant viewing experience

may be enhanced by just listening to a conversation or watching a TV show without having to read the Indonesian subtitles that appear below it.

Many English-related Instagram accounts may help us expand our vocabulary and improve our listening comprehension abilities. "#Kampunginggris," "#gurukumrd," "Arons.English," "The Fluent House of English," "#mysimpleremiders," "#Fluent HouseofEnglish," and many more. In order to keep viewers amused, they post a lot of intriguing remarks, captions, and videos about English, and now Instagram has a new function called IGTV that allows users to watch videos for longer periods of time. As a supplement, some accounts employ media such as blackboards and markers to teach English. The impact of Instagram on pupils' vocabulary and listening comprehension will be examined in this research. Instagram is a popular social networking platform that is utilized by a wide range of individuals, including both adults and adolescents.

2. Method

2.1. Research Design

2.2. The research method employed in this study is qualitative descriptive research. Descriptive research is a kind of writing that explains the current state of the thing under investigation, as it was at the time the research was conducted. The descriptive technique is a way of looking at the current state of human groups, an item, a collection of circumstances, a system of ideas, or a series of occurrences. The goal of this research was to see if Instagram may help kids improve their vocabulary and listening abilities. A questionnaire was used to obtain the information. Participants will be given 9 items with Yes/No responses and 4 statements with 5 views, namely disagree, strongly disagree, agree, highly agree, and neutral in the questionnaire.

2.3. Respondents and Ethical Consideration

The research participants were the 90 selected respondents at one University in Asia. There was a confidence level of 95 percent and a response distribution of 50 percent when using the Raosoft Sample Size Calculator to compute

the sample size, and participants from all grade levels were recruited by purposeful sampling. Researchers in social sciences and languages may now apply Raosoft as a sample size calculation with confidence. Researchers were able to employ hypothesis testing utilizing raosoft to examine whether or not a null hypothesis should be rejected in this inquiry. As to the qualitative part, 10 students were chosen from the group for the Focus Group Discussion (FGD) in order to uncover their experiences on the subject of inquiry. Inclusion criteria of the informants were based on the those top five students who have scored high in metacognitive reading and those five students who have scored lowest. In terms of the study's ethical protocol, informed consent was employed, and participants were supplied with online orientation on the study's risks and benefits over the course of a two-day Zoom conference. Similarly, prior to initiating the study, necessary coordination and acquiring the relevant approval were performed. Those who answered the poll under the age of 18 were requested to have their parents sign a permission form allowing their participation in the research. Final arrangements were taken with the school and subject teachers so that the other subjects may proceed undisturbed. The researcher did a debriefing method using Google Meet at the completion of data collection. Participants were made aware that their replies and names would be kept confidential in order to perform the study as thoroughly as feasible and Data Privacy Consent was gained. The only way to identify the persons in the narrative is to claim that they are students. For the goal of preventing plagiarism, the analyst will not convey any strongly held beliefs; just facts and conclusions based on the acquired data will be offered. This hypothesis has passed the Turnitin plagiarism check with a similarity value of not more than 20 percent.

3. Results and Discussion

Students Utilization of Instagram

The various learning resources accessible to us nowadays are essential if we want to improve our general knowledge or linguistic abilities. Because of the short learning time available in class, relying only on one media or method might seriously impede one's progress toward mastery. Millennial children, on the other hand,

are quite adept at utilizing different media, such as Instagram, as learning tools. Instagram has a number of intriguing features, one of which is the ability to post or view videos. People spend 45 percent of their time listening, 30 percent of their time speaking, 16 percent of their time reading, and 9 percent of their time writing in reality. This truly aids us in our ability to comprehend or contribute to the knowledge we get from the movies we watch or listen to. This social networking platform is a favorite of many youngsters because of its numerous unique features. Instagram was studied to discover how much of an influence it had on increasing vocabulary and improving listening skills since so many people use it, and researchers have access to various accounts that might be highly valuable for gaining information about English. Listening skills of the students. Students in English Language Education were asked to fill out a series of questions by the researcher.

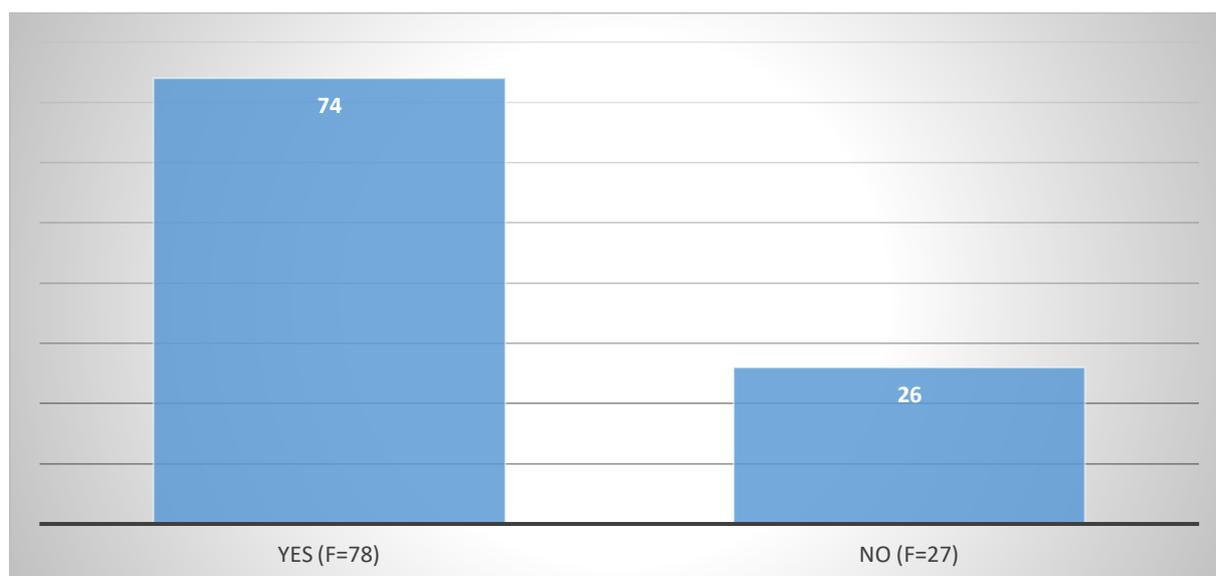


Figure 1. Instagram application users

According to the findings, 95% of English Language Education students use Instagram as a social networking platform. This proves that Instagram is a popular social media platform among youngsters. The findings of proprietary data also corroborate this. According to statistics given by Napoleon Cat, the number of Instagram users in Indonesia reached 69.2 million (69,270,000) between January and May 2020. This is a tremendous outcome.

Students' Perception of social media Instagram

In terms of how many students use Instagram often, the researchers discovered that up to 85% of students regularly use the photo-sharing app. This suggests that up to 85% of students are Instagram users. Some students (up to 15

percent) also had Instagram accounts. However, these users said that they did not use Instagram often. According to an Instagram Brand Development Lead, the majority of active Instagram users are between the ages of 18 and 24 years old, with an educational level of a bachelor's degree or above and a stable job. The answers of the second question concerning students' impressions of whether they are active Instagram users showed that 75% of students said they were. Of the pupils polled, 25% said they didn't use Instagram at all. The researchers found that 80% of students indicated they followed an Instagram account that provided or used or provided knowledge of English, but they were unable to confirm the identity of the account.

Table 1. Students' perceptions of social media Instagram

Questions	Yes (%)	No(%)
Do you often use an Instagram?	82	20
Do you consider yourself as an active Instagram user?	79	20
Do you often follow an account that often post quotations or	78	22

captions and video in English?		
Have you ever quoted an English caption?	93	7
Do you often play English video in Instagram?	83	17
Do you think that the use of an Instagram influence your vocabulary and listening skill?	92	8

Table 2. Several terms used in instagram

Caption	Caption is a description or description of the post that we send.
Comments	IGers may communicate with one other by leaving comments on each other's photos and videos.
DM/Direct Message	A DM, or Direct Communication, is a message sent directly to another person. DM can only be read by the person to whom the message was sent.
Followers	The term "follower" refers to Instagram followers.
Follback	It is called Follback, Folbek, or Follow Back when someone encourages others to follow their Instagram after they have followed that person's Instagram, among other things..

Asked whether students had ever used English captions on Instagram, researchers discovered that 95 percent of students had used English captions. When an image is printed with a caption, the description is often a reference to the picture. From the findings, just 5% were found to be unfamiliar with English-language subtitles. Next, the researchers asked the speakers whether they often watched or listened to movies in English.... Students who often watch English-language videos on Instagram are

found to have scores as high as 85%, according to researchers. Because of this, the majority of pupils have heard of videos in English that they have seen on Instagram videos. According to the survey, 15 percent of students claimed that they had never heard any English-language videos on Instagram. Furthermore, the researchers were startled to find that 95 percent of students said that Instagram had a significant impact on their vocabulary and listening comprehension in English.

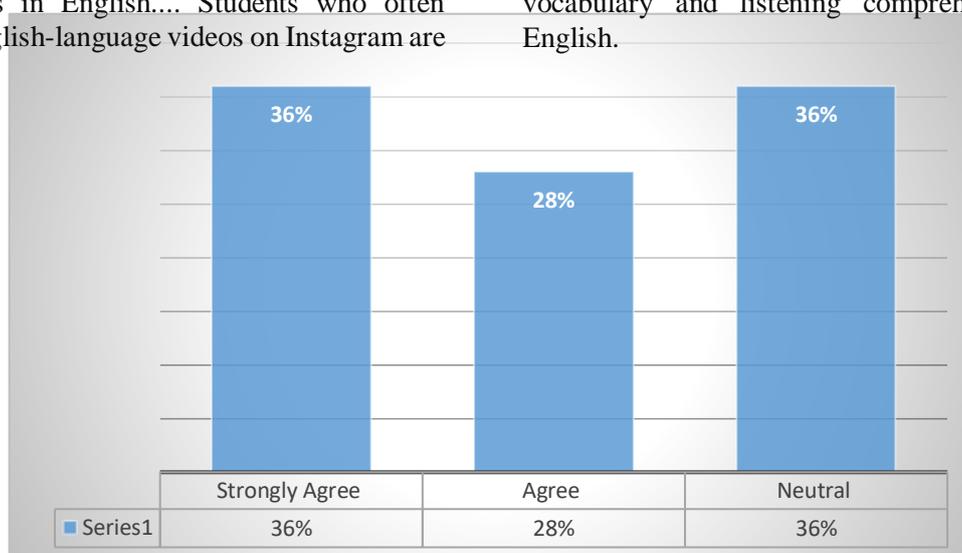


Figure 2. Students' perceptions of Instagram affect vocabulary

If Instagram had an influence on a student's vocabulary, the researcher asked students if they agreed or disagreed, and if they considered that Instagram had an effect on their listening abilities. Students who firmly believe that Instagram influences their vocabulary by 30%, who agree as much as 35%, and who think they are indifferent are shown in the diagram above in figure 2. More than 15% of students firmly believe that Instagram impacts their capacity to

listen, and more than 46% of students believe that Instagram may influence their ability to listen. As a result, 40% of students are undecided. People don't disagree or strongly disagree with the idea that Instagram can't increase their vocabulary or listening comprehension.

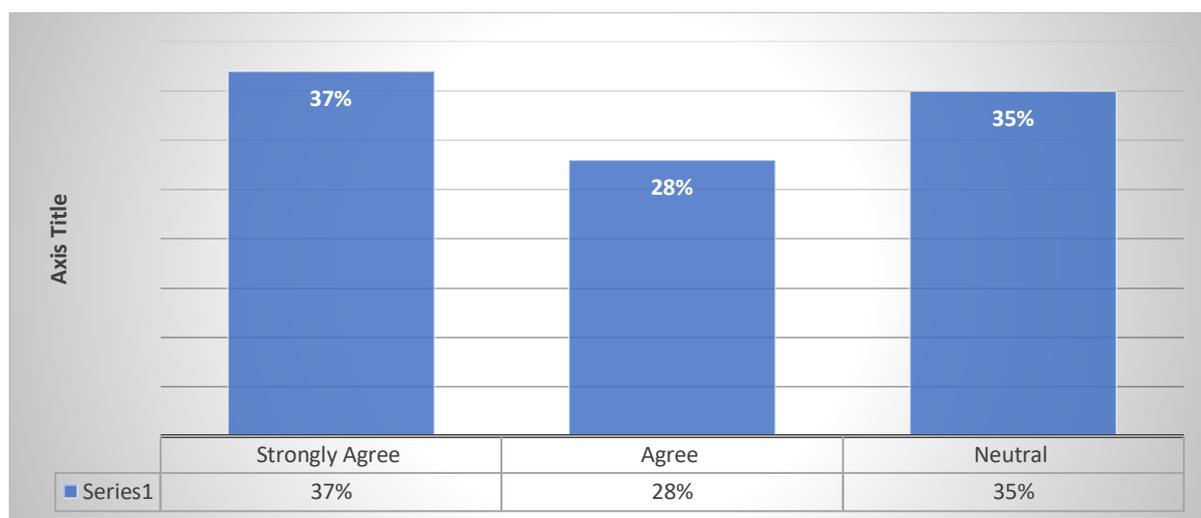


Figure 3. Students' perceptions of Instagram affect listening

CONCLUSION

Researchers found that "TRUE" Instagram influences the listening skills and vocabulary of English education students based on the findings of their study. There is, however, a little change between photos 2 and 3. Whereas 30% of students strongly believe that Instagram has an impact on their vocabulary in image 2, only 15% of students strongly agree that Instagram has an impact on their listening abilities in picture 3. The researchers then discovered that up to 35 percent of pupils believe Instagram has an impact on their vocabulary, and 45 percent believe Instagram has an impact on their listening abilities. Furthermore, 35% of students claim the application has a negative impact on their vocabulary, while 40% of students say Instagram may help them improve their listening skills. Even if there are disparities dependent on the perspectives of each student, the researchers' findings are satisfactory. Researchers are pleased since Instagram does have a significant impact on pupils' listening skills and vocabulary.

Students must, however, exercise caution while using social media since not everything on social media is beneficial; in fact, many of the posts are bad. As a result, pupils must be adept at sorting and selecting what they consider to be excellent and poor.

4. Recommendations and Implications

As a consequence of the findings, it seems that EFL students must retain and enhance their CT abilities, such as analytical skills, in order to better use their metacognitive reading strategies in an online setting. Educators in the L2 should pay attention to variables such as creativity and teaching/learning styles that contribute to the analytical and critical thinking abilities of EFL students and create documents that incorporate far more thinking skills into instructional resources like textbooks. Furthermore, the findings showed a modest but significant link between CT and the adoption of metacognitive

strategies when reading online. So it follows that in the classroom, L2 instructors need to foster learning settings where metacognition and CT abilities like problem-solving and analysis are emphasized.

5. Limitations and Future Directions

Finally, the results should be seen within the context of the study's limitations. The current research used self-report measures and interview to collect data from a small group of participants on the usage of metacognitive online reading strategies and CT. Some reading techniques, however, were impossible to monitor due to the intricacy of ideas, processes, and behaviors. To get more information on the factors above, researchers may do further study using different techniques like interviews with a bigger sample and other kinds of sampling. In addition, this research used a homogeneous sample and excluded EFL students with English skill levels below or equal to intermediate. Research on metacognitive online reading strategy usage and CT may take L2 readers' different skill levels, as well as factors like gender, into consideration in the future.

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