



THE STUDENTS' PERCEPTIONS OF USING INSTAGRAM IN PRACTICE ENGLISH PRONUNCIATION

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abstract

Social media has become an integral part of students' daily lives and is increasingly utilized as a learning resource in English language education. Instagram, in particular, offers abundant pronunciation-related content that may support students in learning English pronunciation. However, despite its popularity among students, it remains unclear how they perceive the use of Instagram for pronunciation practice and what benefits and challenges they experience while using the platform. Furthermore, limited research has explored students' perceptions and experiences regarding the use of Instagram for pronunciation practice. Therefore, this study aimed to investigate students' perceptions of using Instagram in practicing English pronunciation and to explore the benefits and challenges associated with its use. A quantitative survey design was employed involving 51 participants. Data were collected through a questionnaire covering four aspects: perspectives, experiences, technology effects on language learning, and challenges in using Instagram for pronunciation practice. The findings revealed that most participants had experience using Instagram for pronunciation learning and generally held positive perceptions toward the platform. Students viewed Instagram as a useful, flexible, and accessible medium for learning pronunciation. They reported several benefits, including increased exposure to authentic English content, greater motivation to learn, improved confidence, and opportunities for independent pronunciation practice. Nevertheless, several challenges were identified, such as distractions from non-educational content, confusion caused by the variety of English accents, and difficulties in identifying reliable pronunciation resources. These findings suggest that Instagram can support autonomous pronunciation learning and enhance students' engagement when used appropriately and purposefully. Overall, the study suggests that Instagram can serve as a valuable supplementary tool for English pronunciation learning when used appropriately and purposefully.

INTRODUCTION

The development of digital technology has greatly changed the way students learn English as a Foreign Language (EFL). Today, social media has become a big part of students' daily lives. Students use it not only for communication and entertainment but also for learning. With easy access to digital platforms, students can learn anytime and anywhere, even outside the classroom. Previous studies have shown that digital platforms can support more flexible and interactive learning, and they help students become more active and independent in learning

English (Syafi'i et al., 2024; Nadhirah & Prasongko, 2024). Social media also gives students access to real examples of how English is used in daily communication. Through videos, images, captions, and comments, students can see and hear how people use English in real situations. This helps them learn new vocabulary, expressions, and pronunciation. Because of this, social media is now seen as a useful tool to support language learning outside formal classroom settings.

One of the most popular social media platforms among students is Instagram. Instagram has features such as reels, stories, live videos, and posts that allow users to share and watch different types of content. These features combine visuals, text, and audio, which can make learning more interesting. Students can watch videos in English, follow English-speaking content creators, and learn how the language is used naturally. This makes Instagram a helpful platform for improving English skills, especially speaking and listening (Fonnalita et al., 2022; Syafi'i et al., 2024). Speaking is an important skill in learning English because it allows students to express their ideas and communicate with others. However, speaking well is not only about grammar and vocabulary. Pronunciation is also very important because it affects how clearly a person speaks and how well others can understand them. If pronunciation is not clear, it can cause misunderstandings even if the grammar is correct.

Many EFL students still find pronunciation difficult because of English sounds are different from their first language. Students also often lack exposure to native or correct pronunciation. In addition, pronunciation is sometimes not a main focus in the classroom. Teachers may focus more on grammar or reading, and students may not get enough time to practice speaking. There are also challenges for teachers. Large classes and limited time make it difficult to give individual attention to each student. Because of this, students may feel less confident when speaking English and may not practice enough. This shows that students need other ways to practice pronunciation outside the classroom. In this situation, Instagram can be a useful tool for practicing pronunciation. Students can watch English videos, listen carefully, and repeat what they hear. They can also record their own videos and check their pronunciation. This can help them see their progress over time. In addition, feedback from others through comments or likes can increase their motivation and confidence (Bareket-Bojmel & Simone Shahr., 2016; Hustarna et al., 2024).

Many studies show that students have positive opinions about using Instagram for learning English. They find it fun, easy to use, and more relaxed compared to classroom learning. Instagram also encourages students to participate more actively and feel more confident when practicing English (Aidah, 2022; Saputra et al., 2023). It also helps students experience real communication in English (Widari, 2024). However, Instagram also has some weaknesses. Not all content is made for learning. Some videos may use informal language or incorrect pronunciation. Students may also use Instagram more for entertainment than for learning. These factors can affect how useful Instagram is for improving pronunciation. Students' perceptions are important because they influence how students use Instagram for learning. Their experiences and opinions can show whether Instagram really helps them improve their pronunciation or not. By understanding their perceptions, we can better understand how effective Instagram is as a learning tool.

Although many studies have discussed the use of Instagram in English language learning, most of them focus on speaking skills, motivation, and engagement. Only a few studies specifically examine the use of Instagram for English pronunciation practice, and limited attention has been given to students' perceptions and experiences regarding its benefits and challenges. Therefore, further research is needed to better understand how students perceive and experience the use of Instagram in practicing English pronunciation.

METHOD

This study focuses on students' perceptions of using Instagram to practice English pronunciation. It also aims to understand how students use Instagram and what challenges they face when using it for learning pronunciation. This study used a quantitative method with a descriptive survey design. The main goal was to describe students' perceptions of using Instagram for practicing English pronunciation and present the results in numbers. A survey design was chosen because it is suitable for collecting information about students' opinions, attitudes, and experiences. According to Creswell and Creswell (2018), survey research helps describe trends and opinions of a group by studying a sample of that group. This design made it easier for the researcher to collect and analyze the data.

This study was conducted at the English Education Department Program at a public Islamic university in Cirebon. The population included all active students in the department. The target participants were students who actively use Instagram and were willing to join the study. The sample was selected using convenience sampling, which means participants were chosen based on their availability and willingness to answer the questionnaire. A total of 51 students participated in this study.

This study used an online questionnaire through Google Forms to collect data. This method is practical because it allows the researcher to collect data quickly, easily, and with low cost. It also helps organize responses automatically. The questionnaire had five sections. The first section was profile (items 1–3), which asked about students' basic information such as gender, semester, and age. The second section was perspective, attitude, and opinion (items 4–8), which explored students' views about using Instagram for pronunciation practice. The third section was habits, experience, and practice (items 9–13), which focused on students' experiences and how often they use Instagram for learning pronunciation. The fourth section was technology effects on language learning (items 14–17), which looked at how Instagram helps students improve their English, especially pronunciation. The last section was challenges in operating the technology (items 18–20), which asked about the difficulties students face when using Instagram for learning. All questions used a 4-point Likert scale: strongly agree, agree, disagree, and strongly disagree.

The questionnaire was shared through Google Forms by sending the link to students' WhatsApp groups. Before answering, students were informed about the purpose of the study, and their participation was voluntary. The questionnaire was open from April 15, 2024, to April 26, 2024, giving students enough time to respond. All responses were automatically saved in Google Forms and then downloaded for analysis. The data were analyzed using descriptive statistics, such as frequency, percentage, and mean scores, to describe students' perceptions of using Instagram for practicing English pronunciation.

FINDINGS AND DISCUSSION

Finding

The data were collected and analyzed from 51 fourth-semester students ($n = 51$) of the English Learning Teaching Department at State University Cirebon, Indonesia. Based on the results presented in [Table 1](#), the majority of the participants were female students 76.5%, while male students accounted for 23.5% of the sample. This indicates that female respondents dominated the study, and therefore most of the data reflect female students' perspectives on using Instagram for practicing English pronunciation.

Table 1. Demographic characteristics of participants of the study (N= 51).

Academic Level	n	Gender			
		male		female	
		f	%	f	%
Semester 4	51	12	23.5	39	76.5

Students' Perspectives in Using Instagram for English Pronunciation

The questionnaire used in this study consisted of five sections (see Table 1, Table 2, and Table 3). The first section focused on the demographic profile of the participants and covered Items 1–3, including academic level and gender. The findings showed that all participants were fourth-semester students. Based on gender distribution, 12 participants (23.5%) were male and 39 participants (76.5%) were female, indicating that female students represented the majority of the respondents (see Table 1). The second section examined students' Perspective toward the use of Instagram for English pronunciation practice and covered Items 4–8. The third section explored students' Experience in using Instagram and included Items 9–13. The fourth section investigated the Effects of Technology on Language Learning through Instagram and consisted of Items 14–17. The fifth section addressed the Challenges in Operating the Technology and covered Items 18–20. The responses were measured using a four-point Likert scale ranging from 1 = Strongly Agree (SA), 2 = Agree (A), 3 = Disagree (D), and 4 = Strongly Disagree (SD). The frequency percentages of participants' responses are presented in Table 2, while the descriptive statistics are presented in Table 3. Higher scores indicated more positive perceptions toward the use of Instagram for English pronunciation practice, whereas lower scores reflected less positive perceptions. The collected data were analyzed to identify students' perceptions, experiences, perceived benefits, and challenges in using Instagram as a platform for practicing English pronunciation.

Table 2. Frequency percentages for Students' Perceptions of Using Instagram in Practice English Pronunciation (n=51).

No.	Item	SD (%)	D (%)	A (%)	SA (%)
1	I think that Instagram is a useful platform to learn English pronunciation.	5.9	17.6	49.0	27.5
2	Instagram is easy to use to practice English pronunciation.	7.8	19.6	49.0	23.5
3	Learning pronunciation through Instagram is more interesting than learning in class.	7.8	23.5	47.1	21.6
4	I feel like learning to pronounce through Instagram is more flexible in time and place.	13.7	13.7	39.2	33.3
5	I feel that Instagram can help me learn pronunciation independently.	3.9	17.6	56.9	21.6
6	I practiced speaking English words while watching content on Instagram.	11.8	11.8	49.0	27.5
7	I follow an Instagram account that provides English pronunciation learning content.	13.7	23.5	43.1	19.6
8	I repeat Instagram content to practice my pronunciation.	7.8	9.8	51.0	31.4
9	I use Instagram independently to improve my pronunciation skills.	7.8	11.8	56.9	23.5
10	I can access a wide variety of pronunciation materials on Instagram according to my learning needs.	5.9	21.6	56.9	15.7
11	Instagram helped me improve my English pronunciation skills.	5.9	13.7	60.8	19.6
12	The audio-visual content on Instagram makes it easy for me to understand English pronunciation.	3.9	17.6	49.0	29.4

13	Instagram has made me more motivated to learn English pronunciation.	5.9	13.7	56.9	23.5
14	Instagram effectively improved my pronunciation skills because its engaging content made me more actively involved in practicing.	5.9	17.6	62.7	13.7
15	I find it difficult to focus on learning pronunciation because of the amount of other content on Instagram.	7.8	11.8	41.2	39.2
16	The variety of English accents in Instagram content makes me confused in determining the right pronunciation for me to imitate.	7.8	19.6	37.3	35.3
17	I feel confused about determining which Instagram creators or content provide reliable pronunciation guides.	5.9	19.6	39.2	35.3

The results of the Perspective aspect showed that students generally had positive views about using Instagram to practice English pronunciation (see Table 2). Most participants selected Agree and Strongly Agree for the statements in this section. Many students considered Instagram a useful and easy-to-use platform for learning pronunciation. They also felt that learning through Instagram was more enjoyable and engaging than learning only in the classroom. In addition, many respondents agreed that Instagram offers flexibility because it can be accessed anytime and anywhere. Students also believed that Instagram supports independent learning and helps them improve their pronunciation skills on their own. Overall, the findings suggest that students have positive attitudes toward using Instagram as a tool for learning English pronunciation.

Based on the descriptive statistics shown in Table 3, this aspect obtained an overall mean score of 2.1, with a median of 2, a mode of 2, and a standard deviation of 0.9. These results indicate that students generally perceived Instagram positively and considered it beneficial for practicing English pronunciation.

Students' Experience in Using Instagram for English Pronunciation

The findings related to the experience aspect indicate that students actively used Instagram as a resource for practicing English pronunciation (see Table 2). Most participants agreed that they practiced pronouncing English words while watching content on Instagram. Many students also reported following Instagram accounts that provide content related to English pronunciation learning.

Furthermore, respondents stated that they often replayed pronunciation-related content to help improve their pronunciation. Many of them also used Instagram independently to develop their pronunciation skills. In addition, students agreed that Instagram offers a variety of pronunciation materials that can be accessed according to their learning needs. These findings suggest that Instagram has become a part of students' regular pronunciation learning activities. The descriptive statistics shown in Table 3, this aspect obtained an overall mean score of 2.1, with a median of 2, a mode of 2, and a standard deviation of 0.9. These results indicate that students frequently used Instagram as a tool to support their English pronunciation learning.

Table 3. Distribution of Mean Scores for Students' Perceptions of Using Instagram in Practice English Pronunciation (n=51).

ASPECT	MEAN	MEDIAN	MODE	RANGE	SD
Perspectives (1-5)	2.1	2	2	3	0.9
Experience (6-10)	2.1	2	2	3	0.9
Effect (11-14)	2.0	2	2	3	0.8
Challenges (15-17)	1.9	2	2	3	0.9
Overall	2.0	2	2	3	0.9

The Effects of Instagram in English Pronunciation

The Technology Effects to Language Learning aspect demonstrated that students generally perceived Instagram as beneficial for improving their pronunciation skills (see Table 2). Most respondents agreed that Instagram helped them improve their English pronunciation and made the learning process more engaging. Students also had positive perceptions of Instagram's audio-visual features. Many respondents believed that the combination of sound and visual content helped them understand pronunciation more easily. In addition, a large number of participants agreed that using Instagram increased their motivation to learn English pronunciation. These findings indicate that Instagram plays a positive role in supporting pronunciation learning and encouraging students to be more engaged in the learning process.

Based on the descriptive statistics presented in Table 3, the Technology Effects to Language Learning aspect obtained an overall mean score of 2.0, with a median of 2, a mode of 2, and a standard deviation of 0.8. This result suggests that students generally perceived Instagram as having a positive contribution to their English pronunciation learning.

Challenges in Operating Instagram for English Pronunciation

The findings from the Challenges in Operating the Technology aspect revealed that students experienced several difficulties when using Instagram for English pronunciation learning (see Table 2). One of the main challenges reported by the participants was maintaining focus while learning, as Instagram contains a large amount of content that can easily distract users. In addition, many students stated that they felt confused by the variety of English accents presented in Instagram videos. Some participants also found it difficult to determine which Instagram creators or accounts provide accurate and reliable pronunciation guidance. These findings suggest that although Instagram offers many opportunities for learning pronunciation, students still encounter challenges related to distractions, content selection, and the reliability of learning resources. As shown in Table 3, the Challenges in Operating the Technology aspect obtained the lowest mean score among all aspects, with a mean of 1.9 and a standard deviation of 0.9. Although students reported several challenges while using Instagram, the findings indicate that these difficulties did not substantially affect their overall positive perceptions of Instagram as a platform for practicing English pronunciation.

Based on Table 3, the Perspective and Experience aspects obtained the highest mean score ($M = 2.1$), followed by the Technology Effects to Language Learning aspect ($M = 2.0$). Meanwhile, the Challenges in Operating the Technology aspect recorded the lowest mean score ($M = 1.9$). The overall mean score was 2.0 with a standard deviation of 0.9, indicating that students generally had positive perceptions of using Instagram for practicing English pronunciation. This section contains research results, research findings in the form of answers to research questions or the state of digest results of the discussion. The conclusion of the research is presented briefly, narrative, and conceptual. The research impact must be stated. This section is presented in paragraph form, not numbering/listing. Just like the second part above, since the first paragraph, the first sentence is also written indented into one tab. Conclusions are presented in one paragraph.

Discussion

The findings of this study show that students have positive perceptions of using Instagram to practice English pronunciation. Most students agree that Instagram is useful, easy to use, and helps improve their pronunciation, confidence, and motivation. Across all aspects, namely perspectives, habits, experiences, technology effects, and challenges, positive responses are more dominant than negative ones. This indicates that Instagram is perceived as an effective

tool for supporting pronunciation learning, although some challenges still exist (Pratiwi, 2023; Anindita & Noveintine, 2022; Widari, 2024).

From the perspective aspect, most students consider Instagram as an interesting and beneficial platform for learning pronunciation. This shows that students are willing to use Instagram because it is accessible and relevant to their daily lives. This finding is consistent with previous studies showing that social media can increase students' motivation and engagement in language learning (Pratiwi, 2023; Anindita & Noveintine, 2022). This finding can be explained through the Technology Acceptance Model (TAM) proposed by Davis (1989). According to TAM, users are more likely to accept and use a technology when they perceive it as useful and easy to use. In this study, students viewed Instagram as an interesting and beneficial platform for pronunciation learning, indicating a high level of perceived usefulness and perceived ease of use.

Regarding the experience aspect, the findings indicate that students had positive experiences using Instagram for English pronunciation practice. Many students reported that the platform was enjoyable, flexible, and easy to access. Students also frequently engaged with English-related content, particularly music, videos, and podcasts, which provided opportunities for continuous exposure to authentic language use. These experiences support previous studies showing that social media can create a more engaging learning environment and encourage language learning beyond the classroom (Anindita & Noveintine, 2022; Pratiwi, 2023; Widari, 2024). According to the Technology Acceptance Model (TAM) proposed by Davis (1989), users are more likely to accept and continue using a technology when they perceive it as useful and easy to use. The positive experiences reported by students suggest that Instagram possesses these characteristics, making it a valuable tool for supporting English pronunciation learning.

In terms of technology effects, the findings show that most students believe Instagram helps improve their pronunciation, confidence, and participation in learning activities. This finding is consistent with previous research which states that exposure to authentic language input can contribute to pronunciation improvement through repetition and imitation (Gilakjani, 2016; Widari, 2024). TAM (Davis, 1989) suggests that users are more likely to adopt a technology when they believe it can improve their performance. The students' perceptions that Instagram helps improve pronunciation, confidence, and participation reflect a strong perceived usefulness of the platform in supporting English pronunciation learning.

However, some students also reported challenges when using Instagram for pronunciation practice. The most common challenges included distractions from entertainment content and concerns about inaccurate pronunciation models. Similar findings were reported by Widari (2024), who noted that social media may provide both learning opportunities and distractions. These challenges indicate that students need to be selective when choosing content and learning resources on social media. From the TAM perspective, such challenges may reduce students' perceptions of usefulness and ease of use. However, the overall findings suggest that the benefits of Instagram outweigh its limitations, as most students perceive it as a useful and accessible tool for improving their English pronunciation skills.

Pedagogical Implications

The findings of this study provide important insights for stakeholders, teachers, and students. In general, the positive responses toward Instagram indicate that social media can be used as an alternative tool to support pronunciation learning outside the classroom. The findings also suggest that using familiar digital platforms can make learning more engaging, flexible, and relevant to students' daily lives.

For stakeholders, these findings highlight the importance of supporting the integration of technology in education. Educational institutions can consider incorporating social media into informal learning activities to increase student engagement and participation. Previous studies have shown that digital learning environments can enhance students' interaction and motivation in language learning (Pratiwi, 2023). Therefore, institutions should provide appropriate guidance and support to ensure that technology is used effectively for educational purposes.

For teachers, the results suggest that Instagram can be used as a supplementary tool for pronunciation instruction. Teachers can recommend reliable educational accounts, design pronunciation-related activities using social media content, and encourage students to create short videos to practice speaking and pronunciation. In addition, teachers can guide students in evaluating the accuracy of pronunciation models found on social media. Previous studies have emphasized that teacher guidance is essential for maximizing the educational benefits of technology and social media use in language learning (Mishra & Koehler, 2006; Pratiwi, 2023). With appropriate guidance, Instagram can become a meaningful and effective learning resource.

For students, the findings indicate that Instagram can support independent pronunciation learning through repeated exposure to authentic English content. Students are encouraged to follow educational accounts, regularly engage with English-language content, and practice pronunciation through listening and imitation activities. However, they should also develop digital literacy skills to identify reliable learning resources and avoid distractions from non-educational content. This is consistent with previous studies highlighting the importance of learner autonomy and responsible technology use in digital learning environments (Gilakjani, 2016; Widari, 2024). By using Instagram critically and consistently, students can maximize its benefits for improving their pronunciation skills.

Limitations and Future Directions

This study has some limitations. First, the number of participants was relatively small, involving only 51 students from one study program. As a result, the findings may not be generalizable to a broader population. Second, this study focused only on students' perceptions and did not measure actual improvements in pronunciation performance. Therefore, the results reflect students' opinions rather than objective evidence of pronunciation development. Additionally, this study focused exclusively on Instagram and did not compare it with other social media platforms or learning tools. Furthermore, the use of a survey method limited the depth of information regarding students' experiences and learning processes. For future research, it is recommended to involve a larger and more diverse sample to improve the generalizability of the findings. Future studies may also employ experimental or mixed-method approaches to examine the actual effectiveness of Instagram in improving pronunciation skills. Moreover, comparative studies involving different social media platforms could provide deeper insights into which digital tools are most effective for supporting English language learning.

CONCLUSION

This study concludes that students generally perceive Instagram positively as a supplementary resource for practicing English pronunciation. The findings show that Instagram is viewed as a useful, flexible, and accessible platform that provides students with opportunities to engage with authentic English content, practice pronunciation independently, and remain motivated and engaged in the learning process. The students' positive perceptions were reflected in their experiences and perceived effects of Instagram on pronunciation learning, indicating that the platform can support learning beyond the classroom and facilitate greater

learner autonomy. However, the findings also demonstrate that the use of Instagram for pronunciation practice is accompanied by several challenges, particularly distractions from non-educational content, confusion arising from different English accents, and difficulties in identifying reliable pronunciation resources. These challenges suggest that access to abundant digital content does not automatically ensure effective pronunciation learning. Students therefore need to use Instagram purposefully and critically, particularly when selecting pronunciation models and learning materials. From a pedagogical perspective, English teachers can consider Instagram as a complementary digital resource by integrating relevant content into pronunciation activities while providing guidance on content selection and responsible use of social media. Overall, Instagram has the potential to support autonomous pronunciation learning and enhance students' engagement when it is used appropriately, selectively, and in alignment with clear learning purposes.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

In preparing this manuscript, the authors utilized AI-assisted technology, particularly ChatGPT, to facilitate language refinement, grammar correction, and the enhancement of clarity and readability. The application of these tools was restricted to language-related support and did not substitute for the authors' intellectual input, research analysis, interpretation of findings, or scholarly decision-making. All AI-generated or AI-assisted content was thoroughly reviewed, validated, and appropriately revised by the authors. The authors remain fully responsible for the accuracy, originality, academic integrity, and overall content of the manuscript.

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