EFL University's Students' Experience in Using BBC Learning English Instagram Post

Thesis

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh. 27 Desember 2024

Saya yang membuat surat pernyaataan

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ABSTRACT

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Main Supervisor: Khairiah Shahahuddin, M.HSc.ESL., M.TESOL., Ph.D

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Key words : BBC Learning Instagram, Student' Perspective

This research investigates the student's experience of the EFL university students' in using BBC Learning English Instagram posts. The research focuses on English major students at the Faculty of Education, UIN Ar-Raniry 2023. The study used qualitative research. The researcher took the population and sample for this research at Ar-Raniry University. The research involved 10 students from Ar-Raniry University English Language Education 2023 who followed the BBC's Instagram account. Data collection in this research was interviews. The interviews were conducted in-depth interview and more detailed responses. The result showed its positive reception among students. The platform's diverse and engaging content, including reels, stories, and interactive features, fosters an enjoyable and dynamic learning environment. Students value its accessibility, short lessons, and visually appealing structure, which make learning manageable and reinforce consistent engagement. The students also responded that there were improvements or developments in their vocabulary, grammar, and pronunciation skills. The remaining participants stated that it had also improved their listening, reading, and speaking from short quizzes and videos. However, challenges such as lesson shortness, content complexity for advance learners, and distractions were identified. Recommendations include providing more detailed grammar lessons, tailored content for different proficiency levels, and subtitles for broader accessibility. While the platform is recognized as an effective supplementary resource, integrating comprehensive materials could enhance its educational impact.

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CHAPTER I

INTRODUCTION

This chapter discusses about background of study, research question, the aims of research, significance of study, and research terminologies.

A. Background of Study

English is a universal language that facilitates global communication. English has evolved from being the language of a single nation to becoming the global lingua franca that common language that enables communication between people of diverse linguistic backgrounds. English as a lingua franca (ELF) refers to the use of English as a common means of communication between speakers of different native languages. ELF challenges traditional notions of native-speaker norms and instead focuses on effective communication among non-native speakers, emphasizing mutual intelligibility and pragmatic adaptation (Jenkins, 2021). This perspective highlights the dynamic and fluid nature of English as a lingua franca. As the world becomes increasingly interconnected through globalization, the role of English as a tool for international communication has grown significantly, impacting various fields such as business, science, technology, and culture. The dominance of English in global communication is largely a result of historical, economic, and cultural factors. The British Empire's expansion in the 19th and early 20th centuries established English in various parts of the world. Thus, the rise of the United States as a global superpower further cemented English's status as the leading language of international discourse. Today, English is the official or

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dominant language in many countries and is widely taught as a second language across the globe.

In the modern world, English serves as the primary language of international business and trade, making it essential for professionals in global markets. In science and academia, English is the dominant language of publication, allowing researchers from different countries to share their findings and collaborate on a global scale. English is now the main medium of communication in international business, science, technology, and diplomacy, and it has developed a range of varieties that meet the needs of local speakers (Crystal, 2021). The internet and digital media have also played a crucial role in the spread of English. Moreover, much of the content online is in English, making it a key language for accessing information in global conversations. Globally requires us to be able to understand English. Based on the reasons above, globalization has created a demand for individuals who can communicate effectively in international settings. English has become a crucial vehicle for academic, business, and political discourse, but its dominance also highlights the inequalities in global communication practices (De Costa, 2020). In the formal education curriculum in Indonesia English has been a compulsory subject in schools, and students are required to learn all four skills English holds a particular position as a mandatory subject. Individual is required to learn four aspects of English, speaking, writing, listening, and reading (Sulaiman, 2018). These skills are essential for achieving comprehensive language proficiency. Speaking is an essential skill that reflects learners' ability to engage in real-time communication and conveys their proficiency in a language (Sari, 2019). It

allows you to express your thoughts and ideas clearly in conversations, presentations, and discussions. It's essential for everyday communication, professional interactions, and building relationships. Writing is an essential skill in language learning because it not only enhances learners' ability to express themselves in a structured manner but also contributes to their cognitive development by helping them organize and critically reflect on their ideas (Kusuma & Haryanto, 2022). It helps in documenting ideas and communicating in a formal and organized manner. Reading skills are essential in language learning as they not only enhance comprehension and vocabulary acquisition but also help learners gain deeper insights into language structures and cultural contexts (Putri & Suryani, 2021). Reading enhances your comprehension skills, vocabulary, and understanding of different contexts. It's vital for acquiring knowledge, following instructions, and enjoying literature. Reading also fosters critical thinking by exposing learners to diverse perspectives and encouraging them to analyze and interpret information. Through reading, learners can immerse themselves in authentic language use, which helps improve fluency and familiarity with idiomatic expressions.Listening skills are fundamental in second language acquisition as they allow learners to comprehend spoken language, enhance their ability to interact effectively in real-time communication and develop their speaking proficiency (Novita & Kurniawati, 2023). Listening serves as foundation for effective language mastery.

Mastering these four aspects ensures that you can effectively communicate in English in a variety of situations, making you more versatile and capable in both

personal and professional settings. In addressing the challenges of mastering the four basic English language skills there are many various methods and resources, including technology as a media platform that can be used by the learners to enhance the effectiveness of learning English. There are various methods available to master English, ranging from traditional classroom instruction to modern communicative and task-based learning strategies, as well as the use of technology to enhance language skills (Haryanto & Susanto, 2023). Two ways of language learning are used by students to learn. First, the students can take English courses with the teacher as the tutor or the second choice is the students can learn English individually using technology to improve their English skills. Additionally, students can use mobile apps, online platforms, and language learning software to practice their reading, writing, listening, and speaking skills. These tools often include features like interactive exercises, pronunciation guides, and instant feedback, which help learners identify and correct their mistakes. Moreover, integrating technology into language learning fosters a sense of autonomy, as students can study at their own pace and choose content that suits their needs. For those who prefer classroom settings, group discussions and role-play activities can further enhance communication skills. Ultimately, the choice of method depends on the learner's preferences, goals, and available resources.

With the popularity of English language skills among the younger generation, digital media can be the winner among them. Using technology in language learning allows learners to master English more effectively by providing access to interactive tools, multimedia resources, and real-time communication

platforms that enhance both comprehension and production skills (Pratama & Saputra, 2022). Media technology is more interesting in the teenager world. Despite media platforms of paper or whiteboard, media platforms of technology become more fascinating. Media platform technology can be highly effective for learning English, offering a range of tools and content that cater to different learning styles. The media platforms in technology that are used for English learning such as language learning apps, video platforms, podcast platforms, online courses and MOOC platforms, social media platforms, virtual reality (VR) and Augmented Reality (AR) platforms, interactive eBooks and Audiobooks, language exchange platforms, etc. Technology offers platforms like apps, online courses, and social media for learning English. VR, AR, and interactive tools also make language learning more immersive, allowing learners to experience real-life scenarios. Interactive eBooks and audiobooks offer an additional layer of engagement, combining reading and listening for improved comprehension. Language exchange platforms facilitate direct communication with native speakers, promoting cultural exchange alongside language skills. Ultimately, these digital tools and platforms create an engaging, flexible, and comprehensive environment for mastering English.

The researcher wants to focus on social media platforms among all the options because they are rapidly evolving and are frequently used by teenagers for their social needs. Social media platforms are more popular and widely used among teenagers for several reasons. First, social connection. Teenagers use social media to stay connected with friends, family, and peers. Next, self-expression. Social

media allows teenagers to express themselves, showcase their personalities, and share their thoughts, feelings, and creativity. Third, entertainment. Many social media platforms offer a wide range of entertaining content, from short videos and memes to live streams and games. Next, trends and influence. Social media is a hub for trends, whether in fashion, music, challenges, or memes. Then, access to information. Teenagers use social media to stay informed about current events, pop culture, and topics of interest. It's a fast and accessible way to learn about the world and discover new things. Furthermore, peer pressure and the fear of missing out (FOMO) and peer pressure can drive teenagers to stay active on social media. Last, ease of use. Social media platforms are designed to be user-friendly, making it easy for teenagers to navigate, post content, and interact with others. These factors combine to make social media platforms an essential part of teenage life, driving their popularity and widespread use. Social media platforms have become powerful tools for communication, self-expression, and learning among teenagers.

The researcher is interested in the Instagram app among all social media platforms. Social media platforms such as Instagram can also be an effective learning tool for teenagers. Instagram is a mobile application for smartphones, free available on App 3 Google Play Store. Instagram is a social network that allows its users to share their life activities through a series of images. Not only as social needs but also the platforms can be used for them to learn English studies by following relevant accounts related to English subjects. The integration of social media platforms in education has revolutionized language learning, particularly for English as a Foreign Language (EFL) students. Instagram stands out as an engaging

and accessible tool for learners. Specifically, BBC learning English's Instagram posts. BBC learning English can be one option for teenagers. BBC learning English's Instagram posts have become a popular resource among EFL university students, offering visually appealing content that complements traditional classroom instruction. In this digital age, where students are constantly connected to their devices, utilizing social media as an educational tool provides a unique opportunity to blend learning with leisure. BBC learning English on Instagram offers a variety of content, from vocabulary tips and grammar explanations to pronunciation guides and cultural insights. This content is designed to be easily digestible. They can choose post styles and content that suit their needs. For EFL university students, this approach to learning English presents several advantages. Firstly, the visual nature of Instagram posts aids in memory retention and understanding, especially for visual learners. Additionally, the interactive features of Instagram, such as comments and direct messaging, allow students to engage with the content and seek clarification, fostering a sense of community among learners worldwide. Furthermore, the regular updates from BBC Learning. English provide a steady stream of new material, ensuring that students are consistently exposed to the language. This continuous exposure helps reinforce learning, making it an effective supplement to the structured lessons provided in a university curriculum. In conclusion, the use of BBC learning English Instagram posts as an online learning source offers EFL university students a dynamic and modern way to enhance their language skills. By merging social media with language education, students can enjoy a more

flexible and engaging learning experience that fits seamlessly into their daily lives. These platforms provide a flexible, engaging way to learn English, often combining various media types text, audio, video, and interactive content to cater to different learning preferences. This approach fosters both motivation and consistency in learning. It allows students to engage with the language in real-world contexts. Ultimately, it supports the development of essential language skills in an enjoyable and accessible manner.

The utilization of Instagram as a medium for learning English has been studied by researchers. In this study, those researchers investigate about Instagram as a tool or media in learning English. The results of those studies said that Instagram enhances or improves students' learning via Instagram. The research had positive attitudes toward using Instagram for language learning, citing benefits such as practicing English, improving vocabulary, and connecting with native speakers for the participants (Gonulal, 2019). These findings highlight Instagram's potential as an effective and engaging tool for language education, offering learners opportunities to build confidence and foster meaningful connections in their language-learning journey. The students had positive opinions about using Instagram for learning and indicated that Instagram can enhance language skills, provide practice opportunities, and create a more comfortable environment for communicating in English (Erarslan, 2019). Similarly, Sanusi, Safitri and Sabar (2021) examined Instagram's role as both a medium and a tool for teaching English in their study, Instagram as a media and tool in teaching English. Moreover, other studies investigated the use of TikTok and Instagram in educational settings,

particularly focusing on language learning among undergraduate students. These platforms have been found to enhance digital literacy, communication skills, and motivation in students.

Gender and age were identified as factors influencing students' competence in utilizing TikTok and Instagram for language development (Jimola, 2023). Additionally, Saleh and Muhayyang (2021) assessed Instagram's impact on enhancing English writing skills in their study, Instagram as a media to foster EFL students' English writing skills. Their findings collectively suggest that English education students view Instagram positively as a tool for learning. The study highlights the significance of fostering positive emotions to enhance vocabulary acquisition and suggests the need for further research to gain a deeper understanding of students' emotional experiences in language learning. Instagram is an effective resource for enhancing vocabulary and grammatical accuracy in learners. Given its features, teachers may find this social media platform to be a valuable tool for instruction (Sallamah &As Sabiq, 2020). In their studies, Ayu, Yulianti, Nyoman and Sastaparamitha (2021) explored the effectiveness of Instagram for learning English in their research titled social media and learning a Study of the effectiveness of Instagram in learning English, the result says that using Instagram for learning enhances their learning in studying English. Based on the studies above the similarity is that Instagram media or tools enhance and improve the learning university of English in vocabulary, communication skills, language skills, writing skills, and grammar. The interactive content makes language learning more engaging for students.

Next researches discuss about the use of Instagram can motivate students to learn English. The study presents student feedback on the assignments, the Instagram can motivate the students in creative tasks, while also noting challenges in visual design and privacy concerns. (Kurniawan, 2023). Other research related to the research of Instagram is from Azlan, Zakaria and Yunus (2019) conducted action research about integrative task-based learning developing speaking skills, and increasing motivation via Instagram on pupils from Selangor urban preschool and low English proficiency in a rural primary school in Negeri Sembilan, Malaysia. The result shows that the Instagram motivates and boosts their interest in practicing English. Other research is from Anindita and Noveintine (2021) investigated the perceptions of English education students regarding Instagram as a learning platform in their work, perceptions of English education students towards the use of Instagram as a medium for learning English motivate them in learning English. Gunawan and Utami (2021), in their study titled Indonesian university students' emotional experience of learning vocabulary through English learning accounts on Instagram. The research reveals a spectrum of emotions, both positive and negative, that influence students' motivation and learning outcomes. Understanding these emotional influences is crucial for creating more supportive and effective learning environments.

Several researchers have studied about BBC. Aini et al. (2023) the BBC learning English Channel offers a range of audio and video resources aimed at English language learners, making it a potentially valuable tool for EFL (English as a foreign language) courses, particularly in the "6 Minutes English" segment.

This study examines students' perceptions of using BBC learning English as a listening practice tool. The results reveal that using BBC learning English proves to be an effective and motivating way for students to improve their English listening skills, making it a valuable alternative learning resource. Its engaging content and practical approach help learners build confidence and achieve better listening comprehension. Next, this study utilizes podcasts from BBC learning English during the COVID-19 pandemic. The research employs the BBC learning English app, designed to assist students in learning English, particularly in independent listening skills. The app offers various engaging features and a range of difficulty levels, from beginner to advanced. Utami (2022) has argued that with the ability to choose difficulty levels and topics that match individual needs and interests, both teachers and students can tailor their learning experiences, ensuring that education continues effectively even in the pandemic. This flexibility makes personalized learning more accessible, fostering adaptability and resilience in challenging times.

Moreover, next research about improving English speaking skills through the BBC learning English app for 2nd-year high school students at Singosari Delitua School. The results indicate that the BBC learning English app can improve students' English-speaking abilities and increase their interest in learning English (Saragih, 2023). Thus, BBC learning English improves listening skills, speaking skills, and learning experiences. By integrating listening and speaking practice with interactive and engaging content, the BBC learning English app supports students in building confidence, improving communication skills, and fostering a deeper

interest in language learning. The researcher chooses the Instagram account post with the username BBC learning English as the focus and specific field in this study. From all the research conducted, there are non-specific Instagram accounts that have yet to be mentioned as a dedicated learning resource and also there are many researchers who studied BBC but on different platforms, such as podcast, and YouTube but none of them have studied in specific BBC Instagram post platform. The researcher chose the Instagram account with the username BBC learning English as the research material because the researcher wants to focus on one specific account as a learning media for the participant. In this case, the researcher observed that the BBC learning English Instagram account has diverse, educational, and engaging posts.

Furthermore, this research does not focus on teacher instruction but rather on how students independently learn through Instagram without teacher guidance. Students choose the time and are not constrained by specific times or materials but focus on their interests in learning the language outside the classroom. This research focuses on students' experiences in learning English from Instagram on the BBC learning English account. Therefore, the researcher chose the title "EFL University Students' Experience in Using BBC Learning English Instagram Post". This research aims to investigate the students' experiences utilizing the Instagram platform, particularly the BBC learning English account, as an online learning resource. The research focus on English major students at the faculty of education, UIN Ar-Raniry. Limitations applied to respondents who have followed the BBC Learning English account on Instagram.

B. Research Question

What is the student's experience on using the BBC learning account Instagram post as a medium for learning English?

C. The Aims of Research

To find out student's experience on using the BBC learning account Instagram post as a medium for learning English.

D. Significant of Study

1. Theoretically

   This research is expected to make a valuable contribution to the field of applied linguistics in an educational context. The results of this study are anticipated to provide substantial empirical evidence regarding the effectiveness of BBC learning English Instagram as a learning medium. The findings can not only strengthen the understanding of the use of social media in the context of English language education but can also contribute to the development of language learning strategies that are innovative and relevant to today's digital reality. By providing empirical evidence on the potential of BBC learning English Instagram as a learning tool, this study can greatly benefit the improvement of English language skills for users.

2. Practically

   This research provides concrete benefits for students in improving the quality of their English learning. The research results regarding

the use of BBC learning English Instagram as an online learning resource can provide students with a deeper understanding of the potential benefits that can be gained from the platform. Students can utilize BBC learning English Instagram as a practical tool to improve their daily English skills.

The results of this study can provide significant benefits for teachers in designing teaching strategies that are more technology-oriented and utilize online learning resources. Teachers can use the findings of this study as a basis for integrating BBC learning English Instagram in their curriculum, providing students with access to engaging and easily accessible educational resources. By utilizing this platform, teachers can create a more interactive learning experience, motivate students to be more active in English learning and improve their understanding of the subject matter. This approach enhances both teaching effectiveness and student engagement that supports the development of key language skills in learning environment.

This study provides significant benefits for future researchers by presenting an in-depth understanding of the advantages of using BBC learning English's Instagram as an English language learning tool. The findings can provide valuable guidance for future researchers in designing and developing more effective social media-based learning strategies. Meanwhile, the results of this study also

provide a foundation for developing practical guidelines for the use of the Instagram platform as a learning resource integrated into students' daily lives. This ensures its relevance and practicality in modern educational contexts. Effective learning experiences that seamlessly integrate into students' routines.

E. Research Terminology

1. Online Learning

Online learning encompasses a range of technologies such as the World wide web, email, chat, new groups and texts, and audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Online education requires a great deal of resources and careful planning. E-learning has brought back the joy of learning through its innovative and interactive content delivery and has proved to be more appealing among students (Arora, 2022). This method not only bridges geographical barriers but also provides learners with access to diverse educational resources globally.

2. EFL University

English as a foreign language is referred to as EFL. It describes the process of teaching English to learners whose native tongue is not English and who are enrolled in school in a non-English speaking nation. EFL is an educational endeavour focused on teaching English

language proficiency in areas where English is not the primary or prevalent language. This phrase is commonly used in the context of post-secondary educational institutions, such as university and universities, where English is not the primary language spoken by the local populace or the medium of teaching. In these kinds of settings, English as foreign language (EFL) programs are thoughtfully crafted to meet three goals improving students' English language skills. It is to support their academic success, opening doors for professional opportunities in international markets where English is frequently a necessary language, and serving the needs of those who are driven to learn the language for personal reasons. Thus, in this research, EFL universities are the students who learn about English in the university also called students in this study. These students aim to enhance their language proficiency to meet academic, professional, and personal goals effectively. By focusing on their specific needs and motivations, this research seeks to provide insights into improving English learning strategies in higher education. It was to support them to be more effective, learner-focused approaches.

3. Instagram

Instagram is a social network based around sharing pictures and fifteen- second videos that can be posted to social media sites (Blair & Serafini, 2014). Instagram is a social networking website that allows users to share photos and videos that are owned by meta platforms.

Instagram has quickly become one of the most widely used social networking platforms in the world (Boy & Uitermark, 2017). Users can submit media that can be modified using filters, arranged using hash-tags, and linked to a specific location through geographical tagging. Posts can be shared either publicly or only with preapproved followers. Users possess the capability to peruse the content of other users based on tags and locations.

The site is accessible in 32 different languages and was first launched on October 6, 2010. Instagram saw rapid growth in popularity after its inception, attracting 25,000 users within its first day. In under three months, it has accumulated one million members, showcasing its increasing popularity. As one of the mobile technologies, Instagram is used by students to access online course materials and also learning materials (Kern, 2013). The platform's rapid rise in popularity garnered attention from numerous investors and possible owners, finally resulting in its acquisition by Facebook in 2012. Students use social media platforms like Instagram, even during classes.

4. University Experience

The term university experience encompasses the range of activities, opportunities, and personal growth that a student encounters during their time in university or university. It includes:

a. Academic learning the formal education gained through

coursework, lectures, seminars, and hands-on projects.

b. Social interaction the relationships and networks built with peers, professors, and other members of the university community.

c. Personal development the growth and self-discovery that occurs as students navigate independence, manage time, and make decisions.

d. Extracurricular activities participation in activities outside of the classroom, such as sports, student organizations, volunteer work, and internships.

e. Cultural exposure experiencing diverse perspectives through interactions with people from various backgrounds and engaging in cultural events or study abroad programs.

f. Career preparation gaining skills and experiences that prepare students for their future careers, including internships, job placements, and networking opportunities.

Overall, the university experience is a multi-faceted journey that combines education, social growth, and personal development, shaping a student's future both professionally and personally. In this study, the researcher focuses on the experiences of students who have followed the BBC Instagram account for learning English, specifically in relation to grammar and vocabulary. The investigation is based on how BBC learning English posts are utilized as an online learning resource. It emphasizes the role of BBC learning English in

supporting students' mastery of grammar and vocabulary through interactive and relatable content. This research aims to inspire further exploration of social media as a modern educational resource.

5. BBC Instagram learning

BBC Instagram learning is an initiative by the BBC to leverage the Instagram platform for educational purposes. This approach harnesses Instagram's visual and interactive features to engage users and enhance their learning experiences. Here's a detailed look at what BBC Instagram Learning typically involves:

a. Educational Content
b. Interactive Features
c. Real-Time Information
d. Visual Learning
e. Community Engagement
f. Access and Inclusivity
g. Flexible learning

In summary, BBC Instagram Learning uses the Instagram platform's features to create an engaging and interactive educational experience. By providing visually appealing content and encouraging user interaction, the initiative aims to make learning more accessible and enjoyable for a broad audience. This approach not only supports the development of essential language skills but also fosters a sense of connection among learners worldwide. The use of diverse and relatable content helps maintain learner

motivation and interest. By leveraging the popularity of social media, BBC Instagram Learning bridges the gap between traditional education and digital innovation. Ultimately, it serves as a model for how technology can transform language learning into an engaging and effective experience.

CHAPTER II

LITERATURE REVIEW

This chapter discusses about English learning, EFL university, BBC Instagram as an online learning resource for learning English, and previous study.

A. English Learning

Learning can be defined as a change in behavior that results from experience. Schunk (2012) Learning is a lasting change in behavior or knowledge caused by experience. This process involves acquiring new knowledge, skills, or attitudes through various forms of interaction with the environment. As individuals engage with new information and experiences, they adapt their behaviors and responses accordingly. This perspective highlights the importance of active engagement and reflection in the learning process. Its prevalence has significant implications for cross-cultural communication, language policy, and education systems worldwide. The role of English in facilitating international discourse emphasizes the importance of understanding its cultural nuances and promoting multilingualism. English is a tool for expressing thoughts and emotions. In the context of language learning, we often discuss both language skills and language systems. Language skills encompass speaking, reading, listening, and writing, while language systems include vocabulary, grammar, and

pronunciation. Learning English is an act or long-term experience in learning a second language and it can be said that language learning like language includes speaking, listening, reading, and writing and the language system includes vocabulary, grammar, and pronunciation.

English learning is the process of acquiring the ability to understand, speak, read, and write in English, which is one of the most widely spoken languages globally. With over 1.5 billion people speaking English, either as a first or second language, it serves as a critical tool for communication in various domains, including education, business, and international relations. The significance of English learning is underscored by its role as a global lingua franca, enabling individuals from diverse linguistic backgrounds to engage in cross-cultural communication. As a result, English proficiency is often associated with educational and career opportunities, particularly in globalized settings where English is the dominant language. There are some key concepts in English learning. First, language skills typically refer to the four primary abilities involved in language use listening, speaking, reading, and writing. Each of these skills play a crucial role in effective communication and language acquisition (Harmer, 2015). These skills are interconnected, and developing proficiency in all four areas is essential for achieving fluency and full language competence. as each skill complements and reinforces the others in the process of understanding and producing language effectively. Listening and

reading are often referred to as receptive skills since they involve understanding input, while speaking and writing are considered productive skills, as they require producing output.

Second, cultural competence understanding the cultural context in which English is used is crucial for effective communication. Cultural competence refers to the ability to understand, communicate with, and effectively interact with people across different cultures. It involves recognizing one's own cultural biases and the importance of cultural diversity (Sue, Cheng & Saad, 2012). Next, Language acquisition theories seek to explain how individuals learn a language, particularly in the context of first and second language acquisition (Lightbown & Spada, 2021). Last, Motivation and attitude are crucial factors in language learning and acquisition. Motivation refers to the internal and external drives that encourage learners to engage with a language. While attitude encompasses the learners' feelings and perceptions about the language, culture, and the learning process itself. Research indicates that highly motivated learners are more likely to achieve success in language learning, as they are willing to invest time and effort into practice and study (Dörnyei, 2020). Additionally, positive attitudes towards a language and its speakers can enhance learners' willingness to communicate and interact, further facilitating their language development. Conversely, negative attitudes can hinder progress and reduce opportunities for meaningful engagement.

Therefore, understanding and fostering both motivation and attitude is essential for effective language instruction and learner success.

Mastery involves developing proficiency in listening, speaking, reading, and writing, as well as understanding key language systems like vocabulary, grammar, and pronunciation. Harmer (2007) discusses the integration of the four key language skills listening, speaking, reading, and writing and highlights the importance of understanding language systems such as vocabulary, grammar, and pronunciation for effective language mastery. Each component supports and enhances the others, contributing to overall fluency and competence in the language. Achieving proficiency in English not only improves communication abilities but also opens up opportunities for academic, professional, and personal growth. Learning English is that it encompasses a range of skills and systems essential for effective communication. In essence, the multifaceted nature of learning English not only builds linguistic capabilities but also empowers individuals to thrive in an increasingly interconnected world. English learning is a multifaceted process aimed at achieving proficiency in the English language, encompassing the development of various language skills such as reading, writing, listening, and speaking. At its core, English learning involves not only acquiring basic vocabulary and grammar but also mastering complex aspects of language use, including pronunciation, intonation, and contextual understanding. The process begins with

grasping foundational elements like the alphabet and simple sentence structures and progressively advances to more sophisticated constructs such as nuanced grammar rules and diverse vocabulary. Students may engage in formal education through classes and online courses, or they might adopt self-study methods using textbooks and apps.

1. Language skill in English learning

Learning a language, such as English, is categorized into four skills, listening, speaking, reading, and writing. These skills are divided into two types receptive and productive. Receptive skills include listening and reading, where meaning is derived from the discourse (Anjani, 2016). Productive skills where students really should self- produced language. These skills, encompassing speaking and writing, allow learners to express their ideas, thoughts, and emotions effectively, fostering greater confidence and competence in communication.

Productive skills are speaking and writing. The following classification of language skill those are:

1.1. Listening skill

Listening skill is a critical aspect of effective communication and language acquisition. It involves not just hearing words, but also understanding, interpreting, and responding to spoken language. Effective listening encompasses several key components, including active

engagement, comprehension of context, and the ability to discern meaning beyond the words spoken. Developing strong listening skills is essential for both academic success and interpersonal relationships, as it enhances comprehension and fosters better interactions and builds a solid foundation for effective communication. Additionally, Dörnyei and Csizér (2018) explore the motivational dynamics involved in language learning, underscoring that motivation plays a vital role in how effectively individuals engage in listening tasks. Their findings suggest that fostering a positive attitude toward listening activities can lead to better outcomes in language proficiency. Such as personal interest in the language and its culture, can lead to more sustained engagement in listening tasks, ultimately improving listening skills. By creating an environment that nurtures motivation, learners are more likely to persist through challenges and their language abilities.

Therefore, listening is fundamental to speaking and overall communication, as effective listening is crucial for correctly interpreting messages and avoiding misunderstandings. Listening skill involves the listener's ability to understand and grasp the intended meaning of

the speaker. Success in listening is determined by how well the listener comprehends the message that the speaker aimed to convey (Yunira, 2019). Listening skills are crucial for effective communication as they enable individuals to understand and interpret spoken messages accurately and fostering stronger connections and reducing misunderstandings. Active listening involves not only hearing the words but also comprehending the context, recognizing non-verbal cues, and providing appropriate feedback. This skill is essential in various settings, including personal relationships, educational environments, and professional interactions, where misunderstandings can lead to conflicts or miscommunications. Improving listening skills can enhance overall communication effectiveness and foster better relationships (Rost, 2019). Without strong listening abilities, messages are prone to misunderstanding, which can lead to breakdowns in communication.

1.2. Speaking skill

Speaking encompasses the ability to produce and convey spoken words, allowing for interactive exchanges that go beyond repetition. Speaking skill is

one of language skill that is used on daily life. We are able to interact with the other people spread the meaningful of the topic. People typically share their opinions, thoughts, feelings, and beliefs through conversations with others. Thornbury (2005) adds that speaking skill is a practical activity where a speaker shares their ideas to interact with listeners. Thus, speaking is sharing the idea from speaker and listener. Speaking skill is an expressive activity to communicate. Speaking skill is a fundamental component of effective communication and language proficiency. It involves the ability to produce spoken language clearly and coherently, enabling individuals to express their thoughts, emotions, and ideas in various contexts. Effective speaking encompasses not only vocabulary and grammar but also pronunciation, intonation, and the ability to engage listeners through appropriate body language and eye contact. Developing strong speaking skills is essential for personal interactions, academic success, and professional advancement.

A study by Tsou, Chang, and Chen (2018) emphasizes the importance of interactive speaking practices in language learning. Their research shows

that engaging learners in communicative activities enhances their speaking proficiency and boosts their confidence in using the language in real-life situations. Additionally, Kayi (2019) highlights the role of speaking skills in educational settings, suggesting that effective speaking contributes significantly to classroom participation and student engagement. The ability to articulate ideas clearly allows students to share their knowledge and collaborate with peers. Furthermore, Dörnyei (2020) discusses the motivational aspects of speaking skills, arguing that a positive attitude towards speaking tasks can lead to increased language use and proficiency. Encouraging students to view speaking as an enjoyable and rewarding activity can enhance their willingness to practice and improve. This approach can also reduce anxiety, making students more confident in expressing their thoughts and ideas. By creating a supportive and motivating environment, educators can inspire learners to actively participate in speaking activities, accelerating their language development.

1.3. Reading skill

Reading skill is the ability to effectively

understand, interpret, and analyze written text. Reading skills can enhance other language abilities and expand vocabulary. It is a crucial tool for academic success. According to Mickulecky and Jeffries (2007), reading plays a vital role in improving students' English skills. It helps students think in English, broaden their vocabulary, and enhance their writing abilities. Additionally, reading provides new ideas, facts, and experiences (Ismail, 2017). Reading skill involves the activity of obtaining information and is classified as a receptive skill, as it entails processing incoming information. This receptive skill is continuously influenced by how individuals interact with the text. Harmer (2007) reading skill offers valuable chances to explore various language elements, including vocabulary, grammar, punctuation, sentence structure, and overall text organization. This means that through reading, one can gain insights into many aspects of language and its rules. Mastering reading is crucial for students, as it significantly contributes to their progress in various academic fields. It enhances their ability to comprehend and analyze complex texts, broadens their knowledge base, and improves critical thinking skills, which are essential for academic success.

Reading skill is a vital component of literacy and language acquisition, enabling individuals to comprehend and interpret written texts effectively. It involves decoding symbols and understanding vocabulary, grammar, and context, which collectively contribute to the construction of meaning. Effective reading not only enhances knowledge and critical thinking but also supports other language skills such as writing and speaking. As learners engage with diverse texts, they develop the ability to analyse information, draw inferences, and evaluate arguments, which are essential skills in both academic and real-world contexts. Recent research by Grabe and Stoller (2020) underscores the significance of strategic reading in improving comprehension and retention. Their findings highlight that teaching reading strategies, such as summarization and questioning, can significantly enhance students' ability to engage with complex texts and improve their overall reading proficiency. Additionally, Afflerbach (2016) emphasizes the role of metacognition in reading. He argues that effective readers actively monitor their understanding and employ various strategies to clarify meaning, which

contributes to deeper comprehension with the text. Furthermore, Bader (2021) discusses the implications of digital reading in contemporary education, noting that the rise of online content requires readers to adapt their skills to navigate hyper-texts and multimedia formats effectively. This adaptation is crucial for maintaining literacy in an increasingly digital world. where the ability to critically evaluate and synthesize diverse sources of information has become more important than ever. Additionally, fostering digital literacy equips students to engage with technology responsibly and make informed decisions in both academic and real- world contexts.

1.4. Writing skill

Writing skill is the ability to effectively communicate ideas, thoughts, and information through the written word. Writing skill involves the effective integration of these components to produce clear, engaging, and well-structured written communication. allowing writers to convey their message with precision and impact across various contexts and audiences and make the content more accessible and enjoyable. Moreover, strong writing skills empower individuals to articulate their thoughts, persuade others, and contribute

meaningfully to academic, professional, and creative. Writing skills are crucial for enhancing communication and interaction. Writing allows us to express our feelings, ideas, and thoughts in a written format. According to Hogue, writing serves the purpose of explaining or providing information to others through written text. Conversely, Graham and Perin (2020) emphasizes the importance of explicit instruction in writing strategies. Their findings indicate that teaching techniques such as planning, revising, and peer feedback significantly enhance students' writing performance and overall confidence in their abilities.

Additionally, Hyland (2021) discusses the role of genre awareness in writing development. He argues that understanding different writing genres enables learners to adapt their writing styles and structures according to specific contexts and audiences, thereby improving their effectiveness as writers. This awareness not only fosters flexibility in communication but also empowers learners to navigate academic, professional, and social writing tasks with greater confidence and precision. By mastering genre conventions, writers can more effectively meet the expectations of their readers,

ensuring clarity and purpose in their work.

2. Component of learning English

2.1. Pronunciation

Pronunciation refers to the way in which words are spoken, encompassing the articulation of sounds, stress patterns, intonation, and rhythm. It plays a crucial role in effective communication, as clear pronunciation helps convey meaning and reduces misunderstandings. Pronunciation skills are particularly important for language learners, as accurate pronunciation can influence their confidence and ability to be understood by others. Recent research by Derwing and Munro (2021) highlights the significance of teaching pronunciation in language education. Their study has positively impact their speaking fluency and overall communication effectiveness.

Additionally, Jett and Duran (2022) emphasize the role of technology in enhancing pronunciation skills. They explore various digital tools and resources that provide learners with opportunities to practice and receive feedback on their pronunciation, making the learning process more engaging and accessible. It is a crucial aspect of communication in

English, as it addresses the discrepancies between written symbols and their spoken sounds. Pronunciation refers to the way in which words are spoken and articulated. It involves the correct production of sounds, including vowels, consonants, stress, and intonation.

2.2. Grammar

Grammar is a certain set of rules to arrange words and elements others into good and correct sentence (Isyam, 2018). According to Smith (2014) grammar refers to the set of rules that govern the structure of a language, including the arrangement of words, phrases, and clauses to form coherent sentences. It encompasses various elements such as syntax (the order of words), morphology (the form of words), punctuation, and semantics (meaning). A solid understanding of grammar is essential for effective communication, as it ensures clarity and prevents ambiguity. Brown grammar is the way in arrangement of word into a correct sentence (Brown, 2007). It can provide understanding or give meaning to anyone who uses the language, whether this involves speaking, listening reading and writing. Grammar is essential for students to construct accurate

sentences in both written and spoken communication. Grammar encompasses the rules that enable us to combine words into more complex structures in our language (Greenbaum and Nelson, cited in Rizqiningsih & Hadi, 2019). Additionally, it systematically outlines and predicts the language knowledge of proficient speakers and listeners.

Teaching grammar often involves explicit instruction, allowing learners to understand and apply grammatical rules in both written and spoken language. Recent research by Biber, Conrad and Reppen, (2020) emphasizes the importance of a functional approach to grammar instruction. They argue that teaching grammar within context—highlighting its role in real communication—enhances learners' ability to use grammatical structures effectively and naturally. Myhill and Jones (2017) explore the challenges of grammar instruction in classrooms. Their findings were the grammar functions in various genres. According to Richards and Schmidt (2013) grammar was a description of the structure of a language and how language units such as words and phrases were formed into sentences. Cook (2008) classified grammar into five types.

Prescriptive grammar is a way to explain how someone should say something, not explaining how someone says something. Traditional grammar a system of how sentence structures are used in schools, based on the classical language grammar. Structural Grammar a system for describing language sentence based on the preparation of smaller structures into a larger structure. Linguistic/grammatical competence seen from this angle grammar is the knowledge of a person (speaker) about the structure of a language that has regularity. The proprietor of a language knew how to use grammar sans learn it. And last, EFL grammar a person who is not a native speaker of a language know the grammar of a language by studying it. Consequently, this kind integrate elements of conventional and structural grammar.

Grammar can be categorized into two primary types structural grammar and transformational grammar. Each type offers a different approach to understanding the rules and structures of language.

a. Structural Grammar

Structural grammar focuses on the arrangement of words and phrases to create

sentences. It emphasizes the rules that govern the syntax and morphology of a language (Radford, 2014). This approach analyses sentence structure based on parts of speech and their relationships within a sentence. It is often associated with traditional grammar teaching and is foundational in understanding the mechanics of language. By categorizing elements such as subjects, predicates, and modifiers, structural grammar provides a systematic framework for constructing grammatically correct sentences.

b. Transformational Grammar

Developed by Noam Chomsky in the 1950s, transformational grammar introduces the concept of deep structures and surface structures in sentences (Dixon, 2010). It posits that all languages share a universal grammar and that variations in sentence formation can be understood through transformations that change one structure into another. This theory highlights the innate abilities of humans to generate complex sentences and emphasizes the cognitive processes involved in language use.

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2.3. Vocabulary

Vocabulary is one of the important elements in building up English, through this element, someone can communicate, learn and think. According to Hornby, vocabulary as the total number of words in language vocabulary is a list of words with their meaning (Pohang & Manurung, 2019). Vocabulary refers to the set of words and phrases that an individual knows and uses in a language. It encompasses several key aspects there are word knowledge that understanding the meanings, uses, and nuances of words. Word Recognition the ability to identify and comprehend words when reading or hearing them. Word Production the capacity to use words accurately in speaking and writing. Contextual Usage knowing how to appropriately use words in different contexts and situations. Synonyms and Antonyms understanding words with similar or opposite meanings to enrich language use. Collocations recognizing common word combinations and phrases that naturally occur together. Word Formation understanding how words are formed from roots, prefixes, and suffixes. Register knowing which words are suitable for formal or informal contexts. Idioms and phrasal verbs

understanding expressions and multi-word verbs.

Furthermore, many experts also explain about vocabulary. Richards (2002) emphasizes that vocabulary is central to language proficiency and forms the foundation for effective speaking, listening, reading, and writing. All these definitions converge on the idea that vocabulary consists of words and phrases with meanings essential for effective communication. Graves (2006) categorizes vocabulary into two types receptive and productive. Receptive vocabulary refers to words that are recognized and understood when encountered in reading or listening, also known as passive vocabulary. Productive vocabulary involves words used actively in speaking or writing, or active vocabulary. Research indicates that vocabulary knowledge is a strong predictor of academic success, as it enables students to engage more effectively with various subjects (Nation, 2020). Hutton (2008) also distinguish between active (productive) and passive (receptive) vocabulary. Vocabulary refers to the set of words known and used by individuals in a language. It plays a crucial role in communication, comprehension, and language development. A rich vocabulary allows for more precise

expression and enhances understanding of texts.

Active vocabulary encompasses words used confidently in speaking and writing, while passive vocabulary includes words recognized and understood but not necessarily used in conversation. Active vocabulary consists of the words that individuals use regularly in speech and writing, while passive vocabulary includes words that are understood but not typically used in everyday communication. A strong active vocabulary enables effective expression, while a robust passive vocabulary enhances comprehension, especially in reading and listening. Developing them is essential for achieving fluency communication.

Studies show that both types of vocabulary are essential for language proficiency and contribute significantly to academic performance (Schmitt, 2020). In reading and listening, vocabulary is passive, as it involves recognizing and understanding words in context, including spelling, meaning, and pronunciation. Conversely, writing and speaking involve active vocabulary, demonstrating one's knowledge of words through usage, correct spelling, and pronunciation, often with the aid of additional elements like facial expressions,

intonation, and gestures.

B. EFL University Students' Experience

An English as a foreign language (EFL) university is an educational institution or a specific program within a university or university that focuses on teaching English to non-native speakers. The primary goal of an EFL university is to help students improve their English language skills, enabling them to use English effectively in academic, professional, and everyday contexts. EFL university often provide a range of courses that cover various aspects of the English language, including grammar, vocabulary, pronunciation, reading comprehension, writing skills, listening comprehension, and speaking (Richards & Rodgers, 2014). These programs are typically designed for international students or residents in non-English-speaking countries who need to develop proficiency in English.

An English as a foreign language (EFL) university program is a specialized course of study designed to help non-native speakers of English develop proficiency in the language for academic, professional, or personal purposes. These programs are commonly offered by university and universities worldwide, providing students with a structured curriculum that focuses on key language skills reading, writing, speaking, and listening (Harmer, 2007). EFL programs are essential for students who aim to pursue higher education in English-speaking countries or need to improve their English proficiency for

global career opportunities. The curriculum is often tailored to meet the specific needs of learners, whether they are beginners or advanced students.

In addition to language instruction, EFL programs often include cultural immersion experiences, which help students better understand the context in which English is used. A leading figure in applied linguistics and language education, effective EFL programs go beyond just teaching the mechanics of language they engage learners in meaningful communication and prepare them for real-world language use (Nunan, 2004). This approach is crucial for fostering not just language acquisition, but also the confidence needed to use English in diverse settings. Ultimately, such an approach ensures that students not only learn English but also become adaptable and confident users of the language. Furthermore, this emphasis on practical application helps students develop fluency and accuracy.

In this research, EFL university students are the students who learn about English in the university also called students in this study. The EFL university students can learn on BBC's Instagram post account to improve or enhance their master's in English. BBC's Instagram post account provides many materials related to English daily use. Such as grammar, vocabulary, daily use, pronunciation, and other materials. Moreover, this account uses English as the main language to explain the materials. Thus, the students who on intermediate and advanced only

can understand the post, for example, the students at the university. As a result, in this research, the researcher calls the EFL university at university as a student.

C. BBC Instagram Post as Learning

In today's digital age, social media platforms have evolved beyond mere entertainment, becoming powerful tools for education. Ally (2008) explains that digital tools, including social media, play a significant role in creating opportunities for engagement and learning in educational settings. He emphasizes how platforms like social media provide collaborative and interactive learning environments, allowing students to engage in the learning process in a more dynamic way. The British broadcasting corporation offers an educational platform called BBC learning English, which provides a variety of resources for learning English. BBC Instagram stands out as an innovative resource for learning English, offering a variety of language lessons tailored for learners at all levels, especially the BBC learning English Account. The official Instagram account of BBC learning English is [@bbclearningenglish](https://www.instagram.com/bbclearningenglish/) . This account provides a variety of educational content, including daily lessons, vocabulary tips, grammar explanations, and interactive quizzes. There you can find a variety of educational content to help with learning English, including videos, exercises, and language tips. The account frequently shares the latest news, interesting stories, and English

language learning materials through images, videos, and stories. BBC's Instagram account presents information in an accessible and engaging way, allowing followers to stay connected with global developments while simultaneously enhancing their English language skills. The content covers a broad range of topics, including grammar, vocabulary, pronunciation, business English, and idioms, catering to all levels from beginners to advanced learners.

BBC learning English leverages the Instagram platform to reach English language learners in an innovative and engaging way. By using visually rich posts, the BBC provides easily accessible learning materials for users around the world. Each post typically includes eye-catching graphics, short videos, and explanations of vocabulary, phrases, or specific grammatical aspects. This allows learners to study in a relevant and contemporary context. The use of Instagram as a learning medium offers advantages in terms of engagement. Attractive visual content can enhance student motivation and make learning feel more enjoyable. Additionally, with interactive features like quizzes and polls, students can actively participate and test their understanding. Research shows that a multimedia approach to language learning, such as that implemented by the BBC, can improve information retention and communication skills (Al-Azri & Al-Bahri, 2021). One major benefit of Instagram posts is their ability to reach a younger audience, who are more comfortable using social media platforms. This provides an

opportunity for BBC learning English to tailor their materials to the learning habits of the digital generation. With this adaptive approach, BBC learning English not only teaches the language but also fosters a dynamic learning community among its followers.

Additionally, there are key features and benefits from BBC learning English (Chen & Liu, 2020). These features provide learners with a variety of interactive and engaging resources, enhancing their ability to improve language skills in a practical and enjoyable way.

1. Key Features of BBC learning English:
   a. Structured Courses

      BBC learning English offers structured courses, allowing students to learn progressively according to their skill levels. These courses cover a wide range of topics, including grammar, vocabulary, pronunciation, business English, and exam preparation. Each course is designed to build on previous lessons, helping learners develop a solid foundation while gradually advancing to more complex concepts. With interactive exercises, audio-visual materials, and clear explanations, these courses provide an engaging and comprehensive learning experience. This method also supports learners in setting achievable goals, motivating them to learn. Richards (2001) curriculum development in language teaching requires the systematic organization of

content, with clear progression from simple to complex structures, enabling learners to build on prior knowledge. This is in line with the method used by BBC Learning English, where the courses are designed so that students can gradually develop their skills with relevant and easy-to-understand material.

b. Diverse Content

The materials cover news, stories, and everyday situations, making learning more relevant and engaging for users. By incorporating real- world topics, such as current events, cultural discussions, and practical dialogues, BBC learning English ensures that learners are exposed to authentic language use. This approach helps students not only expand their vocabulary and comprehension but also understand how English is used in different contexts. Additionally, the variety of content caters to different interests and learning styles, offering something for everyone, from news updates and interviews to stories and podcasts. Hubbard and Smith (2007) effective language course design involves creating a sequence of learning experiences that allow learners to interact with the language in meaningful ways, gradually expanding their knowledge and skills. This approach reflects the course design of BBC Learning English, which uses

interactive and structured materials to support gradual and comprehensive learning.

Figure 1. BBC Learning English's Instagram Post

Figure 2. BBC Instagram Post about grammar

Figure 3. BBC Instagram Post about Vocabulary

Those pictures are the example of BBC Instagram post about grammar and vocabulary. It is providing explanation and also exercise for the students in understanding tenses or English learning. The students can learn English by the post and also check the answer nor the structure of the English directly on Instagram. Students can also revisit the posts as needed, enabling flexible and personalized learning at their own pace. By offering clear examples and practical exercises, these posts serve as an excellent resource for learners aiming to improve their English skills through self-study. Additionally, the platform fosters a sense of community, as users can interact with posts, ask questions, and share

their progress in the comments.

D. Previous Studies

Several researchers have studied Instagram. The use of Instagram as an educational platform for EFL learners in a language teaching program at a state university in Turkey. The results showed that Instagram is favored by students for learning English. The diverse content available on Instagram can motivate students in their language learning, leading to an improvement in their English skills (Arif, 2019). The findings indicated that Instagram positively influenced student language learning. Additional studies about the Use of social media for English language learning exploratory study of EFL university students focus the research on how students from the English program at Jambi university utilize social media for language learning. The next research used experimental research using a mixed- methods approach to investigate Instagram as an educational platform for EFL learners in a language teaching program at a state university in Turkey. The findings revealed that Instagram had a positive impact on students' language learning, as evidenced by their achievement scores (Rahel, Sinaga & Siaahan, 2023). The results of this research are the Instagram of PT. Bolong Media Indonesia is suitable for use as a medium for learning Mandarin language and Chinese culture in Indonesia based on digital literacy, making it easier for students to independently search for sources of information and deepen their understanding and language

skills (Sutandi & Silvia, 2024). The results showed that the students showed positive results and good feedback. The research is about students' perceptions of Instagram as an educational platform.

Besides those researchers above, many other studies still research Instagram. Rakhmanina and Yuneva (2018) researched the Application of Instagram Activity to Improve students' motivation in English speaking. They explored the impact of Instagram activities on students' English-speaking skills and motivation. The findings revealed a significant improvement in students' English- speaking skills, with a notable difference in motivation levels between high and low achievers. The study concluded that Instagram activities can effectively enhance students' English-speaking abilities and motivate them to learn English actively. This approach not only fosters greater engagement and interaction but also offers a flexible and accessible platform for learners. Along with this research, Azkiya (2019) also studied students' perceptions of the impact of English learning accounts on Instagram on students' vocabulary and aimed to investigate students' attitudes toward using Instagram for learning English, particularly in mastering vocabulary. The findings revealed that students felt Instagram accounts dedicated to English learning positively supported their vocabulary acquisition and provided a beneficial learning experience. Gonulal (2019) also conducted a mixed-methods study on the use of Instagram as a mobile-assisted language learning tool. The findings indicated that

Instagram can enhance English language learners' overall language proficiency, with particular improvements in vocabulary and communication skills.

Besides the research on Instagram and social media, many researchers also conducted studies about BBC learning English on different platforms, such as podcasts, YouTube, and apps. The research shows that using BBC podcasts can enhance students' listening comprehension, vocabulary, and familiarity with English accents (Rachmiati, Qalyubi & Qamariah, 2021). BBC learning English is an educational channel and online resource provided by the British broadcasting corporation. By using BBC (British Broadcasting Corporation) podcasts, students get used to listening to British accents so they can develop listening skills in English. The findings indicate that listening to BBC podcasts significantly improves students' listening skills. BBC learning English also offers multimedia language teaching materials to suitable learner needs (Indriyani, Suryani & Triana, 2021). For learners aiming to become more comfortable using English in everyday situations, utilizing BBC learning English video clips in classes proves advantageous. These video presentations can boost students' engagement and interest. Dwiwulandari and Dewanti (2020) demonstrated that the conversational implicature present in certain podcasts on the BBC learning English channel can aid learners in comprehending discourse more effectively and improving their listening

skills. In 2009, Taylor argued that students reported more interaction with learning materials and felt more involved in the learning process. This research found that BBC learning English successfully increased student engagement in learning English.

EFL students have the freedom to choose listening materials they enjoy, such as VOA learning English, BBC learning English, and YouTube (Linarsih and Barella, 2020). This flexibility is likely to improve their listening skills. According to Abdi and Makiabadi (2019), some of the most popular BBC news podcasts include Words in the News, 6 Minute English, Lingo Hack, The English We Speak, News Report, and English at University. These podcasts offer daily conversations and the latest news from BBC, VOA, and various other sources on topics such as education, technology, daily life, and international events. Using BBC learning English makes the process of learning effective and motivates students to learn more about English, so it can be used as an alternative way of learning listening (Aini, Abdillah & Nurhandayani, 2023). The results of the study show that students who used BBC learning English experienced a significant increase in motivation to learn English. They were more motivated to study independently and showed improvement in their speaking and listening skills (Chen & Liu, 2020). The result of this research shows us that BBC's video on Instagram as a medium of teaching English is able to improve students' mastery of vocabulary. It is suggested to another

English teacher to make this media as an alternative media as far as the teaching method is supported.

Improving English speaking skills through the BBC learning English App. It can be concluded that the BBC learning English app can enhance students' English-speaking skills and increase their interest in learning English (Saragih, Purba, Panggabean & Pasaribu, 2023). Utilization of the BBC learning English podcast app as a medium for English listening skill learning during the COVID-19 pandemic. The result said that the BBC learning English app includes several features that can assist students in learning English, particularly for independent listening practice (Utami, 2022). These features include access to a wide range of audio materials, such as podcasts, dialogues, and pronunciation guides, which help students improve their listening comprehension skills. The benefits of BBC listening and learning English for students. There is a lot of inconstancy among the numerous phonologies, and in some cases likewise phrases, sentence structure, and spelling (Paramita, 2023). However, despite these challenges, the BBC learning English platform offers students valuable resources to improve their listening comprehension, expand their vocabulary, and become more familiar with diverse accents and cultural contexts, ultimately enhancing their overall language proficiency. The platform's wide range of content ensures that learners are exposed to real-life language use, helping them adapt to different communication styles and scenarios. This

comprehensive approach makes the BBC learning English platform a valuable tool for students in English.

In this research, the research focuses on BBC account Instagram posts as online learning English. The reason is that this allows students who wish to explore topics further to do so easily. The presence of the BBC learning English account on Instagram provides added value for students who are active on social media platforms. They can use their time on Instagram to learn English without having to leave their familiar environment. Overall, BBC learning English on Instagram offers a modern approach to learning English. By leveraging technology and visual appeal, they have succeeded in making English learning more fun, affordable, and accessible for everyone interested in learning. It can also be used at anyplace and time.

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CHAPTER III

RESEARCH METODOLOGY

This chapter discuses research design, place and time, population and sample, technique of data collection and data analysis.

A. Research Design

This study aimed to investigate EFL students' experiences in using BBC learning English Instagram posts as an online learning resource. Using a qualitative approach, this research explored students' understanding, perceptions, and responses to the content provided by BBC learning English via the Instagram platform. Qualitative research is an approach that seeks to understand how individuals or groups make sense of their experiences and the meanings they attach to these experiences in the context of their lives (Creswell & Poth, 2021). Qualitative methods allowed researchers to delve into the deeper nuances of students' experiences, including how the material influenced their English language learning, their perceptions of its usefulness, and its potential impact on learning motivation. The qualitative research is an approach that focuses on understanding the meaning individuals or groups ascribe to a social or human problem through an in-depth and holistic analysis of a phenomenon (Merriam & Tisdell, 2016). The qualitative approach in this research design enabled researchers to

capture nuances that might not be measurable with numbers, such as personal experiences, preferences, and interactions between students and the material presented by BBC learning English on the Instagram platform. Qualitative research is characterized by an emphasis on understanding social phenomena from the perspective of the participants, using methods such as interviews, focus groups, and participant observation to capture the depth and complexity of human experience (Bryman, 2022). It provides contextual insights into the phenomena being studied. Qualitative research often evolves as the study progresses, allowing flexibility in approach. It relies on open-ended questions to foster deeper exploration of participants' perspectives.

Through in-depth interviews and text analysis, researchers aimed to explore the extent to which students responded to and used these learning resources in their learning contexts. Thus, the qualitative design provided ample scope for understanding the background, emotional responses, and real experiences that may have influenced EFL students' understanding and learning progress. The advantage of the qualitative approach in this research was that it allowed researchers to respond flexibly to developments that arose during the research process. It also facilitated a deeper understanding of EFL students' experiences when using online learning resources from BBC learning English on Instagram. The findings highlighted the diverse ways students engaged with the platform. Many students appreciated the interactive and visually

appealing content. Some participants noted that the lessons fit well into their daily routines. Others found it challenging to navigate certain features or maintain consistency in usage. The study also revealed differences in engagement levels based on individual learning preferences. Overall, the qualitative approach uncovered nuanced insights into how EFL students adapted to and benefited from these resources.

B. Place and Time

This research focused on the use of the BBC learning English account on Instagram. The research location carried out in the UIN Ar-Raniry university environment. The method used in this research was qualitative research. The instruments were interviews. Interviews served as the main means of exploring students' experiences, perceptions, and direct responses to using the BBC learning English account on the Instagram platform as their learning resource. This study used guideline from Steinar Kvale (1996). This method enabled the researcher to concentrate on particular themes while remaining adaptable to modify questions based on the participants' answers. The research took place in several locations at UIN Ar-Raniry based on comfort and availability for participants. These locations included libraries, study rooms, or areas on university that facilitated interviews with students (Sugiyono, 2017). The timing of the research was adjusted to a schedule that was convenient for participants, allowing them to participate in interviews without disrupting

academic activities or other commitments. Through interviews this research aimed to gain in-depth insight into students' experiences and perceptions of using the BBC learning English account on Instagram.

C. Population and Sample

The researcher took the population and sample for this research at Ar- Raniry university. In qualitative research, sample sizes are typically small, as the goal is to obtain an in-depth understanding from each participant. A sample size of 10 participants is sufficient to reach data, (Etikan, Musa, & Alkassim, 2016). The population of this research was 202 students of English Language Education 2023 academic year. While sample size varies by study, qualitative research often uses smaller, purposive samples to ensure that data collection is deep. A sample size of approximately 10 participants is recommended when the focus is on obtaining detailed insights rather than generalizing findings (Sargeant, 2012). This ensures in-depth data for the study. The sample of the study took 10 students from Ar-Raniry university of English Language Education 2023 academic year who have followed the BBC's account on Instagram by checking on their Instagram before interview. The sample criteria that the researcher take as participants are as follows students who are active Instagram users, students who follow the BBC Instagram account, students who are familiar with digital media, and students from Ar-Raniry University of 2023 academic year. This study used purposive sampling. Based on Creswell (2012), purposive sampling is a sampling

technique where the researcher deliberately selects individuals and sites to study or understand the central phenomenon (Creswell, 2012). By focusing on this specific group, the study seeks to explore the relevance of social media in enhancing language skills among students.

D. Technique of Data Collection

Data collection in this research was interviews. Interviews were the primary method for gathering information directly from students (Sugiono, 2020). This interview following the instruction from semi-structured interviews Steinar Kvale (1996). This approach allowed the researcher to focus on specific themes while maintaining flexibility to adapt questions based on the participants' responses. It ensured a balance between structured inquiry and open-ended exploration, providing a deeper understanding of students' perspectives and experiences. The questions were tailored to align with the research objectives, particularly regarding students' use of BBC Learning English and its effects on their grammar and vocabulary learning. In these interviews, participants were asked to share their experiences, opinions, and views on using the BBC learning English account on Instagram as a tool for learning English. The interviews were conducted in-depth interview and more detailed responses. Additionally, the interview was an important part of data collection. This included recording students' interactions with the BBC Learning English account, such as screenshots of posts they viewed, comments or interactions they made, as well as any recordings they saved

or used as references in their learning. These data helped me gain a broader understanding of how students used these learning resources in the context of their English learning at UIN Ar-Raniry.

E. Data Analysis

The following steps are taken during data analysis. This interview following the instruction from semi-structured interviews Steinar Kvale (1996).

1. **Verbatim Transcription**

   Transcribe all interview results verbatim to capture every detail accurately, including tone, intonation, and repetitions. This ensures no information is lost.

2. **Familiarization with the Data**

   Read the interview transcripts multiple times to fully understand the context and content. Take notes on key points, ideas, or emerging patterns.

3. **Data Coding**

   Apply coding techniques by identifying themes, categories, or patterns relevant to the research objectives.

   a. Thematic coding: Organize data into themes based on relevance.

4. **Data Triangulation**

   Compare interview results with other sources, such as data from other respondents, supporting documents, or observations. This

ensures consistency and enhances the validity of findings.

5. **Member Checking**

   Share the preliminary analysis with respondents for review. Confirm that the interpretations align with what they intended to convey to avoid misinterpretations.

6. **Thematic Analysis**

   Identify key themes using thematic analysis to uncover patterns or relationships in respondents' answers. Ensure the themes emerge directly from the data, not the researcher's assumptions.

7. **Reflexivity**

   Reflect on personal biases or perspectives that may influence the analysis. Document the steps taken to minimize bias and its impact on the results.

8. **Initialize Students' name**

   Last, the respondents identified by their initials name. The interview responses include the initials of the respondents who answered the questions. For example, Annisa initialize by "An" and follow by responses from the interviewees.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the research findings from the analysis of data obtained from interviews. It concluded by addressing the results to answer the research questions.

A. Research Findings

The results were explained based on the research questions. The research question was: “what is the student's experience on using the BBC learning account Instagram post as a medium for learning English?”. To answer the research question, the researcher conducted interviews to gather responses from the students' individual perspectives. The researcher asked 10 questions based on the theme group. Questions number one to three was about their thought or feelings. Number four to six was about the use of BBC learning English Instagram for their skill. The questions number seven to eight was about time and the challenge. Last questions number nine to ten was about their recommendation and suggestion for BBC learning Instagram account.

The researcher elaborated on the interview responses from the students. The following discussion delineated the organization of the results and discussion:

The student’s answer to question number one was most EFL

students found the BBC learning English Instagram account an effective and practical tool for learning English. The rest of the others state that it was a useful and engaging tool for learning English.

Table 4.1. Text summary of the interview result 1

No	Categories of themes	Sample of students responses
1	the BBC learning English Instagram account an effective and practical tool for learning English	"I strongly agree that the BBC learning English Instagram account can be an effective tool for learning English. With concise and relevant content, they provide materials that are easy to understand and apply."(DR)
2	The BBC Instagram post was a useful and engaging tool for learning English.	"I find the BBC learning English Instagram account to be a very useful and interesting tool for learning. It makes learning English fun and easy to understand. It also simplifies complex topics, making it available to users who only have a few minutes to study each day (AL)
3	It is interesting and interactive content	"I really like using the BBC learning English Instagram account as a tool for learning English because the content is interesting and interactive. They present English material in a simple, and easy to understand way. Plus, the video format is short, but still informative, so it's easy to follow any time. This really helped improve my English skills, especially in vocabulary, grammar and pronunciation."

Based on the interviews that were conducted, most EFL students stated that learning English through an Instagram account, particularly the BBC learning English account was highly effective and practical. The

account had a broad reach, attracting followers from around the world, which enhanced the learning experience. Its informal and enjoyable approach made learning more engaging compared to traditional methods. Additionally, the concise and relevant content provided was easy to understand and apply, reinforcing its value as a tool for learning English. Other respondents stated that the BBC learning English Instagram account was a useful and engaging tool for learning English. It made the process enjoyable and simplified complex topics, making it accessible for users with limited study time. Using the BBC learning English Instagram account as a language learning tool was a great idea because it was easily accessible and made learning enjoyable. The content was interesting and interactive, presenting material in a simple, understandable way. The short informative videos made it easy to follow at any time. Significantly improving skills in vocabulary, grammar, and pronunciation. Thus, it has positive responses from the students. Overall, the variety and creativity in the posts kept their motivation high.

Next, the students' perspective to question number two, all the participants stated that the Instagram format was a highly effective learning tool for them and Instagram facilitated a more enjoyable and effective learning experience compared to traditional methods.

Table 4.2. Text Summary of the interview result 2

No	Categories of themes	Sample of students responses
1	the Instagram format allowed users to study anytime and anywhere even while relaxing	"Yeah, I think so, because you can learn anywhere and anytime even while lying down." (YU)
2	Prefer Instagram post materials than traditional books	"Yes, because if the material presented in Instagram stories or reels, it becomes more interesting and less boring, so we can also learn English while relaxing or having a rest"(DA) "Yes, formats like stories, reels, or visual posts on Instagram really help me remember material better than traditional books or learning methods. The information presented is short and visual, making it easier to remember." (LY)

All the participants agreed that the Instagram format was highly effective for learning because it allowed users to study anytime and anywhere, even while relaxing. Its visually appealing and brief structure made information easier to remember. Features like stories, reels, and posts provided engaging, interactive learning experiences that were quick and dynamic, enhancing retention compared to traditional methods. The short snippets, combined with visual and audio elements, reinforced understanding and made the learning process enjoyable and less boring. Overall, Instagram's approach helped users grasp the material more effectively and retain information better than longer texts.

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Next, the response to question number three was the participants expressed that Instagram's visual and interactive elements greatly enhanced their learning experience and Instagram's diverse content made learning more enjoyable and effective.

Table 4.3. Text Summary of the interview result 3

No	Categories of themes	Sample of students responses
1	the visual and interactive elements of Instagram posts enhance students' learning experience	"Of course, because I believe that the visual and interactive elements of Instagram posts greatly upgrade my learning experience. Visual content, such as images and videos, helps me understand the material more quickly."(DA) "Yes, because each post and its visual elements are different. the content makes the learning experience more varied" (YU) "I think the visual and interactive elements of Instagram posts enhance the learning experience, because they are made of images and videos that make it easier to understand and they can also innovate through comments and question and answer features that provide opportunities to practice and get feedback" (IK)

All the participants provided positive responses about how the visual and interactive elements of Instagram significantly enhanced the learning experience. Features such as images, videos, and infographics made

complex topics easier to understand and retain. These elements captured attention and clarified language and grammar concepts. Interactive components like quizzes, polls, and comments encouraged engagement and active learning, allowing users to test their understanding and receive instant feedback. Overall, the varied and dynamic content offered by Instagram made learning more enjoyable and effective.

Next, the answer question for number four was the participants noted that the content on the BBC learning English Instagram account significantly helped them understand topics more quickly than other sources. Other participants stated that it was a valuable supplement in today's fast-paced digital environment and an accessible way to learn without the need for formal classes or extensive commitment.

Table 4.4. Text Summary of the interview result 4

No	Categories of themes	Sample of students responses
1	Instagram account helped students understand topics more quickly than other sources.	"I was helped a lot here because the content made me understand what was meant by the content more quickly than most other sources." (YU)
2	Its clear explanations and engaging material made learning more effective and enjoyable.	The content on the BBC learning English Instagram account has really helped me, compared to other sources, maybe there is something that makes it easier for me and the explanation is easier and the content is more interesting".

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3	the content on the BBC learning English Instagram account was lighter and more practical than other methods like textbooks or apps.	"The content on the BBC learning English Instagram is more informal and digestible compared to textbooks or long videos. While other methods may provide more in-depth lessons, BBC's Instagram account is perfect for quick learning and practice sessions, with a good mix of grammar tips, vocabulary, and pronunciation". (ZK) "Compared to traditional methods or other sources, the content on BBC learning English Instagram is more concise and straight to the point. This makes it ideal for daily learning or quick review, especially in today's fast-paced digital era". (DR) "The content on the BBC learning English Instagram account is lighter and more practical compared to other methods, like books or apps. I prefer learning through short, visual content rather than lengthy readings."(ND)
4	it offered a practical and accessible way	"Compared to other methods, the content

	to learn without the need for formal classes or extensive commitment.	here is more interesting because there are also pictures and it is easy to access anywhere and anytime, if using textbooks or online courses requires more time and commitment. So, this is very helpful for busy people who have very little free time." (IK) "Compared to traditional methods or other language-learning platforms, BBC learning English content is more practical and accessible. I can learn anytime, anywhere, without having to open a book or attend formal classes." (LY)

The participants said that the content on the BBC learning English Instagram account significantly helped them understand topics more quickly than other sources. Its clear explanations and engaging material made learning more effective and enjoyable.

The rest of the participants said that the content on the BBC learning English Instagram account was more informal and digestible than traditional textbooks or lengthy videos. While it might not have provided in-depth lessons, it offered a quick and engaging way to learn grammar, vocabulary, and pronunciation. This concise format was ideal for daily learning and quick reviews, making it a valuable supplement in today's fast-paced digital

environment.

Other participants said that the content on the BBC learning English Instagram account was lighter and more practical than other methods like textbooks or apps. They preferred short, visual content over lengthy readings. This format was particularly interesting because it included images and was easy to access anytime, making it ideal for busy individuals with limited free time. Overall, it offered a practical and accessible way to learn without the need for formal classes or extensive commitment. The last participants said that each account had its own advantages and disadvantages depending on an individual's learning style. One advantage was that it presented material in a simple way.

The students stated that question number five participants suggested that the BBC learning English Instagram account could enhance its content by incorporating more interactive challenges, longer explanations for grammar points, and a series of posts on specific topics and offering more advanced-level content for users.

Table 4.5. Text Summary of the interview result 5

No	Categories of themes	Sample of students responses
1	the BBC learning English Instagram account enhanced its content by incorporating more interactive challenges and games to motivate user engagement.	"They could provide more interactive challenges or games that motivate users to engage more. Additionally, longer explanations for certain grammar points, or offering a series of post on specific topics, would be useful for those who want to delve deeper into particular subjects."(ZK) "The BBC learning English account could improve its content by adding more two- way interactions, such as live quizzes or more frequent Q&A sessions. This would help users engage more deeply with the content and practice their skills." (DR) "To support learning needs, this account should improve its content by providing more interactive exercises such as word games or adding live sessions with English teachers to answer questions directly." (IK) "Perhaps the account could add more interactive features, like live Q&A sessions with tutors or native speakers, and

		provide more materials focusing on grammar or writing."(LY)
2.	the BBC learning English account could have improved by adding Indonesian subtitles to enhance understanding for a broader audience.	"One improvement could be offering more advanced-level content for users who are already fluent or proficient in English but want to improve further. Including more explanation in the caption or linking to full video or articles for those who want to learn more about the lessons."(AL) "It would be better if there were Indonesian subtitles so that the audience could understand easily." (YU)

Most participants answered that the BBC learning English Instagram account could have enhanced its content by incorporating more interactive challenges and games to motivate user engagement. They

suggested that offering longer explanations for specific grammar points and creating a series of posts on particular topics would have benefited those looking to explore subjects in depth. Additionally, they mentioned that adding interactive exercises like quizzes and daily challenges could have helped test language comprehension. They believed that increasing two-way interactions, such as live quizzes and frequent Q&A sessions, would have deepened user engagement and practice. Providing explanations for content and quizzes was considered important, as many users might not have fully understood English without additional context. Lastly, they suggested that incorporating features like live sessions with English teachers and focusing on grammar and writing materials would have further supported learners' needs.

The remaining participants answered that the BBC learning English account could have improved by adding Indonesian subtitles to enhance understanding for a broader audience. They noted that offering more advanced- level content for users who were already fluent or proficient in English would have been beneficial. This could have included more detailed explanations in captions or links to full videos and articles for those seeking to deepen their knowledge of the lessons.

Next, In the statement for question number six, participants greatly valued grammar and pronunciation as key elements in improving their English. The remaining participants stated that it had also improved their listening, reading, and speaking from short quizzes and videos.

Table 4.6. Text Summary of the interview result 6

No	Categories of themes	Sample of students responses
1	grammar and pronunciation skills were the most useful for improving their English skills.	"The most useful specific feature is reels because it contains quick tips or short explanations, it can help us understand and remember concepts quickly, also we can know the correct pronunciation for the words taught. My grammar skill is getting more better when using this tool." (IK) "The most useful feature is the short videos and illustrations that explain grammar or everyday expressions. These help me understand English rules in an easy-to-grasp context and apply them in real life. Skill improves: pronunciation" (DR) "The short quizzes and vocabulary tips are the most useful. They allow me to test my understanding of a topic right away. The pronunciation tips are also very helpful since I can hear native speakers and repeat the sounds. I like the quizzes and vocabulary tips the most. They help me test myself and learn new words. The pronunciation videos are also useful because I can hear how words are said. Skill improves:

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		pronunciation" (AL)
2	the BBC Instagram posts also had improved other skill, such as listening, reading, speaking	"The short, grammar lessons, vocabulary posts, and pronunciation tips are incredibly useful. The use of stories and reels for quick lessons, and the inclusion of captions, helps interactive polls and quizzes help test my understanding right away. Skill improves: listening, reading" (ZK) "Feed ig. Skill improves: listening" (YU) "I like the Instagram post feature where the BBC account compares two similar words and explains the function, differences and similarities in using these two words. Skill: grammar, vocab, listening and reading" (DA) "The most useful feature, in my opinion, is the reels that show authentic conversations. They are very helpful for understanding English in everyday situations and also improve listening skills. Skills improved: listening, grammar, and vocabulary." (ND)

Most participants said that grammar and pronunciation skills were the most useful for improving their English skills. They noted that the most

useful feature of the BBC learning English account was the reels, which provided quick tips and short explanations that helped with understanding and remembering concepts. The reels also offered correct pronunciation for words, which improved their grammar skills. Participants particularly enjoyed the short videos explaining idioms and everyday expressions, as they helped them understand phrases in context and could be re watched anytime. Additionally, they found that short quizzes and vocabulary tips were beneficial for testing their understanding immediately, while pronunciation videos allowed them to hear native speakers and practice the correct sounds. Overall, these features significantly enhanced their pronunciation and grammar skills.

The remaining participants said that the BBC Instagram posts had improved more than one skill, such as listening, reading, speaking, grammar, and pronunciation. They noted that the Instagram post feature on the BBC account, which compared two similar words and explained their functions, differences, and similarities, was very helpful for improving grammar, vocabulary, listening, and reading skills. Additionally, they found that short, grammar lessons, vocabulary posts, and pronunciation tips were incredibly useful. The use of stories and reels for quick lessons, along with captions, allowed for immediate testing of understanding through interactive polls and quizzes, enhancing listening and reading skills. Short quizzes and vocabulary tips were particularly valuable as they enabled immediate assessment of understanding and

facilitated learning new words. Pronunciation tips helped learners hear native speakers and practice sounds, contributing to improved listening skills. The reels showcasing authentic conversations significantly aided comprehension in everyday situations and also enhanced listening, grammar, and vocabulary skills. Lastly, explanation videos were beneficial for improving speaking skills.

Next, the student response to question number seven reported that they frequently accessed the app, and the rest of participants indicated that they sometimes accessed the app. The remaining participants noted that they rarely accessed the app due to their busy schedules.

Table 4.7. Text Summary of the interview result 7

No	Categories of themes	Sample of students responses
1	The students frequently accessed the app	"I interact with BBC learning English account almost every day. I think this has been very helpful because I get bored easily, so the short content enhances learning through short videos and interaction with other users." (IK) "I engage with the account daily or every other day. This consistent explanation helps reinforce what I've learned and introduces new concepts regularly, which keeps my progress steady. I look at the account every day or

		almost every day. This helps me keep learning little by little, and I feel my English is getting better." (AL) "I interact with this account frequently, and this consistency has greatly helped my learning progress. Regular content reminds me to keep learning and reinforces what I've previously learned." (DR)
2	The students sometimes accessed the app.	"I usually interact with the account a few times a week. This frequency helps me maintain consistent explanation to English, which gradually improves my skills." (LY) "I engage with the account several times a week, and this frequent explanation helps reinforce what I've learned. Regular engagement ensures that I'm consistently practicing, which makes a noticeable difference in my language progress." (ZK) "I usually check this account a few times a week. This frequency helps me remember new material because I'm frequently exposed to English." (ND)

3	rarely accessed the app	"I usually interact with the BBC learning English Instagram account in my free time, so the frequency is depending on my time availability. However, I feel that the content is quite helpful for my learning progress." (DA) "If I'm honest, I rarely interact because I'm busy outside, the first time I studied on the BBC learning English account, it really increased the frequency of my English progress." (CH) "To be honest, I rarely open it, but this account is still useful for the progress of my English learning." (YU)

Most participants reported that they frequently accessed the app, with many engaging with the BBC learning English account daily or every other day. This consistent contact with material helped reinforce their learning and introduced new concepts regularly, contributing to steady progress. Daily interactions allowed users to learn gradually, leading to noticeable improvements in their English skills. The regular content served as a reminder to keep learning and reinforced previously acquired knowledge. Additionally, the short videos and interactive features were particularly beneficial for users who got bored easily, enhancing their overall learning experience.

Other participants indicated that they sometimes accessed the app. Many engaged with the BBC learning English account several times a week, which helped reinforce their learning and ensured consistent practice. This regular explanation to English aided in retaining new material and gradually improving their skills. Overall, checking the account a few times a week proved beneficial for maintaining familiarity with the language.

The remaining participants noted that they rarely accessed the app due to their busy schedules. While some admitted to using it infrequently, they still found the BBC learning English account beneficial for their English learning progress. Interaction with the account typically depended on their available free time, but many agreed that the content was helpful for improving their skills. Overall, despite their limited engagement, users recognized the account's value in enhancing their English proficiency.

Next the Participants stated that question number eight expressed mixed experiences with the BBC learning English Instagram account. The participants did not encounter any challenges or limitations while using the BBC learning English Instagram account for learning. Meanwhile, others complained that the text outlined several challenges faced when using platforms like Instagram for learning.

Table 4.8. Text Summary of the interview result 8

No	Categories of themes	Sample of students responses
1	the explanations are too short, making it harder to understand.	“Sometimes the explanations are too short, making it harder to understand. Since

		everything is in English, there are often new vocabulary words or words that I haven't heard often." (ND) "One challenge is that the lessons sometimes can feel too short, especially when I want to understand more into a topic. Also, scrolling through Instagram can sometimes lead to distractions, which breaks the focus on learning " (ZK) "The challenge I face is the limited time of the videos in the reels which sometimes require more in-depth explanation. If we want to understand a material more deeply, it might be a bit difficult because we can only interact online and not face to face. Network connection can also sometimes be a challenge." (IK)
2	limited material	"The biggest challenge might be the limited material. Because the format is brief, sometimes I feel I need more examples or deeper explanations, especially for more complex topics." (LY)

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3	No challenges or limitations while using the BBC learning English Instagram account for learning.	"No, I think I haven't"(DA) "Nope, I think I am fine with those explanation"(DR)

Most participants complained that the text outlined several challenges faced when using platforms like Instagram for learning. Key issues included the brief of lessons and posts, which often lacked detailed explanations, making it difficult to dive deeply into topics or fully understand complex grammar points. Some content was too advanced for intermediate learners, with fast-paced explanations and complex vocabulary. Explanations were sometimes too brief, which made understanding difficult, and the use of unfamiliar vocabulary in English also posed a challenge. Additionally, the limited depth of material and the short duration of video reels hindered thorough understanding. Distractions from scrolling and technical issues, like network connectivity, further complicated the learning experience. Overall, while Instagram could be a helpful resource, it needed to be supplemented with more comprehensive materials for effective learning.

The other participants stated that they did not encounter any challenges or limitations while using the BBC learning English Instagram account for learning.

Next, the students stated that the participants generally suggest the BBC learning English Instagram account as a valuable resource for beginners and advanced learners. While most highlighted its accessibility and practicality, one participant chose not to recommend BBC Instagram as learning, preferring to see personal progress before recommending the account.

Table 4.9. Text Summary of the interview result 9

No	Categories of themes	Sample of students responses
1	Recommend the BBC learning English Instagram account,	"I would highly recommend this account to other English learners. The aspects I would highlight are the interactive, visual, and concise content, which is perfect for learning in spare moments. If any changes were suggested, I'd recommend more in-depth or structured content." (DR) "Yes, I would definitely recommend it. I would highlight the ease of access, has engaging content, and offers a variety of formats like videos, quizzes, and stories that make learning enjoyable. For improvement, I would suggest adding more detailed lessons on specific grammar rules and including harder lessons for advanced learners."(DA)

		"Yes, I would also recommend this account to other students, because this BBC content is very suitable for beginners, besides the pronunciation is not too fast and also uses words that are very easy to understand.(YU) Yes, I would definitely recommend it. I would highlight the ease of access, has engaging content, and offers a variety of formats like videos, quizzes, and stories that make learning enjoyable. For improvement, I would suggest adding more detailed lessons on specific grammar rules and including harder lessons for advanced learners. (MU)
2	did not recommend the BBC	"For now, I do not recommend the BBC learning English account, until I can master it and experience rapid progress as a sign of change" (CH)

Participants strongly supported the BBC learning English Instagram account, highlighting its suitability for beginners and its engaging content. They appreciated the variety of formats, including

videos, quizzes, and interactive posts, which enhanced the learning experience. Many emphasized the account's accessibility and practicality for learning English in short bursts. Suggestions for improvement included incorporating more detailed lessons on specific grammar rules and offering content for intermediate and advanced learners. Overall, participants recommended the account as a valuable resource for English learners. One participant indicated that they did not recommend the BBC learning English account at that time, expressing a desire to see significant progress in their own learning before endorsing it.

For the last question, the participants suggested several ideas for improving the BBC Instagram Learning English page, including themed learning weeks focused on specific topics, beginner-friendly content with slower-paced explanations, and downloadable practice materials. They also recommended introducing discussion-based topics to encourage followers to debate in English, offering a wider variety of subjects, and implementing monthly or weekly challenges with small prizes to boost motivation and engagement.

Table 4.10. Text Summary of the interview result 10

No	Categories of themes	Sample of students responses
1	Suggest more varied topics	"For the future, the account could improve by providing more varied topics, like more complex everyday conversations, idioms, or even longer lessons

		on IGTV. This would add a new dimension to learning."(DR)
2	add a monthly or weekly challenge feature	"The suggestion I can give is that this account can add a monthly or weekly challenge feature with small prizes that can make learning more fun and motivate users to be more active in participating." (IK)
3	add discussion- based content	"In the future, perhaps the account could add discussion- based content, like a weekly topic where followers can debate or share views in English. Additionally, more lessons focused on grammar and writing would be very helpful."(AL)
4	introduce themed learning weeks	"They could introduce themed learning weeks, where they focus on the specific area, like phrasal verbs or idiomatic expressions. Additionally, offering live sessions where learners can ask questions in real time could enhance engagement and interactive." (ZK)
5	more interactive live sessions	In the future, I suggest that the BBC learning English account offers more interactive live sessions where followers or people can ask questions in real-time. It would also be great if they could provide downloadable practice

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		sheet or materials linked to specific posts for deeper practice. (MJ)

Participants provided a variety of suggestions to enhance the BBC learning English Instagram account, highlighting the importance of more interactive content like puzzles, polls, and live Q&A sessions for real-time learner engagement. They recommended themed learning weeks centred on specific topics, beginner-friendly content with slower explanations, and downloadable practice materials. Additionally, they proposed discussion-based topics for followers to debate in English, a broader range of subjects, and the implementation of monthly or weekly challenges with small prizes to boost motivation. Overall, while the account was recognized as an effective tool for accessible English learning, these enhancements could significantly enrich the user experience.

Thus, based on the research question of this research about the students' perspectives on using the BBC learning Account Instagram post as a medium for learning English. After analyzing the data from the interview, the result concludes that using the BBC learning English Instagram account as a learning medium has received a positive response from students. They find it entertaining and effective, with significant impacts on their English language acquisition. Students are passionate about engaging with the content, such as reels and stories, despite facing some challenges while watching the videos. Thus, the account is seen as helpful, interesting, and effective, creating a fun learning environment and

offering challenging quizzes that positively influence their learning experience. Most of the participants also said that grammar and pronunciation skills most useful for improving their English skills. Overall, these features have significantly enhanced pronunciation and grammar language skills.

B. Discussion

The student's perspective based on the first question about their feeling about using the BBC learning English Instagram account as a tool for learning English was most EFL students found the BBC learning English Instagram account an effective and practical tool for learning English. The rest of the others state that it was a useful and engaging tool for learning English. The use of social media platforms like Instagram in language learning has proven to be an effective and engaging tool. Many students report that Instagram enhances their learning experience by providing easy access to content, visual learning aids, and opportunities for interactive engagement with the material (Almuraqab, 2021). These features make learning enjoyable and relatable context. The students' response toward question number two about the Instagram format helps them retain information better compared to traditional learning materials all the participants state that the Instagram format is a highly effective learning tool for them and effective learning experience compared to traditional methods. Social media platforms, particularly Instagram, offer interactive and engaging formats such as Stories and Reels, which have

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been shown to improve learners' retention and engagement. Students find these formats more appealing and effective for language learning compared to traditional educational tools, as they provide a more dynamic and enjoyable way of accessing content (Hamid & Telford, 2020). These formats enhance students' motivation and real-world learning experiences.

The response to question number three about their perspective toward the visual and interactive elements of Instagram posts enhance your learning experience. The participants expressed that Instagram's visual and interactive elements greatly enhanced their learning experience. Instagram's visual and interactive elements, such as images, videos, and polls, significantly enhance learners' engagement and comprehension. The platform's multimedia nature allows students to interact with the content in various ways. These features help create a more dynamic and immersive learning environment, which is especially beneficial for language learners (Cao & Qiu, 2020). These features allowing students to connect with the material in a meaningful and interactive way. The answer question for number four about the comparison between the content on the BBC learning English Instagram to other methods or resources you use for learning English was the participants noted that the content on the BBC learning English Instagram account significantly helped them understand topics more quickly than other sources. Other participants stated that it was a valuable supplement in today's fast- paced digital environment and an accessible way to learn without the need for formal classes or extensive

commitment. Students often report that content on social media platforms like Instagram is more accessible and engaging compared to traditional learning methods. The short, digestible formats such as posts and stories allow learners to grasp information quickly.

This in line with platforms like BBC learning English offer a valuable supplement to formal learning, enabling students to continue their language acquisition in a flexible and less time-consuming way (Zhou & Xu, 2021). These features not only make learning more flexible and convenient but also allow students to engage with language content at their own pace, making it an effective complement to more traditional, formal methods of language learning. These tools also provide opportunities for real-life application, such as improving listening and speaking skills through authentic scenarios. Additionally, this adaptability makes them a powerful resource for fostering independent learning and lifelong language development. The students stated question number five about in what ways the BBC learning English Instagram account improve its content to better support your learning needs participants. They suggested that the BBC learning English Instagram account could enhance its content by incorporating more interactive challenges, longer explanations for grammar points, and series of posts on specific topics and offering more advanced-level content for users. To further enhance the learning experience on social media platforms like Instagram, incorporating interactive elements, detailed grammatical explanations, and thematic

content sequences is essential. Such improvements can cater to a wider range of learning needs, especially for advanced learners.

Moreover, offering more challenging tasks or interactive exercises can keep users engaged and foster deeper language acquisition (Kukulska & Shield, 2020). These enhancements would not only provide more tailored learning opportunities but also promote sustained engagement, making language learning more dynamic and effective for users at various proficiency levels. Incorporating personalized feedback and adaptive learning paths could further enrich the user experience, ensuring that learners receive support aligned with their individual needs. Such features can help identify areas for improvement, and track progress over time, creating a more holistic and motivating learning environment. The platforms can bridge gaps in traditional language education to achieve their language goals. The students' perspective about the specific features of the BBC learning English Instagram posts most useful for improving their English skills was participants greatly valued grammar and pronunciation as key elements in improving their English. The remaining participants stated that it had also improved their listening, reading, and speaking from short quizzes vocabulary, and videos. Social media platforms, particularly Instagram, are being increasingly recognized as effective tools for language learning. These tools offer a dynamic and accessible way to practice language skills, making learning more engaging and practical (Chung & Lee, 2020). Instagram transforms traditional language learning

into a more engaging and personalized experience.

The student response to question number seven about how often do they engage with the BBC learning English Instagram account, and how does this frequency impact their language learning progress was the 80% of participants reported that they frequently accessed the app, 10 % participants indicated that they sometimes accessed the app. The remaining participants noted that they rarely accessed the app due to their busy schedules. Inconsistent access or limited interaction due to time constraints can reduce the effectiveness of the learning experience (Cao & Zhang, 2020). Therefore, consistent engagement with educational content on platforms like Instagram can significantly enhance language learning progress, while sporadic usage may limit its potential benefits. The Participants stated question number eight about any challenges or limitations while using the BBC learning English Instagram account for learning and expressed mixed experiences with the BBC learning English Instagram account. The participants did not encounter any challenges or limitations while using the BBC learning English Instagram account for learning. Meanwhile, others complained that the text outlined several challenges faced when using platforms like Instagram for learning. Despite these challenges, many learners find the platform a valuable supplement to their language learning, especially when used effectively. (Chen & Huang, 2020). When used strategically, Instagram can still serve as a valuable and accessible tool for enhancing language learning experiences.

The student's perspective on the recommendation of the BBC learning English Instagram account to other English learners was the participants generally suggest the BBC learning English Instagram account as a valuable resource for beginners and advanced learners. Many learners appreciate the accessibility and practicality of these platforms for learning on the go, while others may hesitate to recommend them until they have personally assessed their progress. This individualized approach underscores the importance of learner autonomy in recommending digital learning tools (Yuan & Liu, 2022). This highlights the importance of personal experience and progress in determining the effectiveness of digital learning tools before making recommendations to others. The participant's perspective on suggestions for Instagram BBC learning English account post as an online learning resource in the future to better suggest several ideas for improving the BBC Instagram Learning English page, including themed learning weeks focused on specific topics, beginner-friendly content with slower-paced explanations, and downloadable practice materials. They also recommended introducing discussion-based topics to encourage followers to debate in English, offering a wider variety of subjects, and implementing monthly or weekly challenges with small prizes to boost motivation and engagement. To enhance the effectiveness of social media platforms like Instagram as language learning tools, learners suggest incorporating structured learning themes.

Additionally, offering interactive features like discussion-based activities, downloadable resources, and challenge-based incentives can increase learner engagement and motivation, encouraging more active participation in the learning process. (Kukulska & Shield, 2021). These suggestions highlight the potential for Instagram to evolve into a more interactive and engaging learning environment. Fostering greater motivation and deeper language acquisition among learners. Moreover, integrating collaborative tools could further enhance the learning experience by promoting communication and teamwork among learners. Features like live Q&A sessions or interactive quizzes can provide immediate feedback, helping learners to identify and address gaps in their understanding. Gamified elements, such as leaderboards or achievement badges, could further boost learner enthusiasm. Personalized learning paths based on user progress and preferences might enhance the platform's effectiveness. Incorporating culturally relevant content could also make lessons more relatable and engaging. Regular updates and fresh content are essential to maintain interest and sustain participation. Finally, collaborations with educators or language experts could add credibility and depth to the learning experience.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents a discussion and recommendations based on the analysis of the research results outlined in the previous chapter. The researcher provides conclusions drawn from the findings and offers recommendations for future research and practical applications.

A. CONCLUSION

The study shows that the BBC Learning English Instagram account has a positive impact on learning English. Students said the platform makes learning fun and interactive. It also helps improve their skills in vocabulary, grammar, and pronunciation. The content is short, clear, and visually interesting. Features like quizzes and polls make learning more engaging, especially for students with little time to study. However, some problems were found. The lessons are too short, and technical issues sometimes make it hard for intermediate learners to understand. Students suggested adding longer lessons, more advanced content, and features like Indonesian subtitles. Overall, the account is a great resource, especially for beginners. But adding more detailed content could make it better for learners of all levels. By listening to user feedback and adding new features, the BBC Learning English Instagram account can become a more complete and helpful tool for learning.

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B. RECOMMENDATION

Based on the finding of the research, some recommendations are addressed to the teacher and the future researchers.

Using BBC learning English Instagram post as an online learning resource can be used for the English teacher as a reference in teaching many skills. Students also need interesting way to learn English. This approach helps capture students' attention and keeps them motivated, making the learning process more enjoyable. The use of visual content, quizzes, and real-life examples can enhance their understanding and retention of key language concepts. As a result, this method can positively impact students' English proficiency and boost their confidence in using the language. It is necessary to continue another relevant research and it still needs further discussions related to the BBC learning English Instagram post as an online learning resource. This research can be used as a reference for future research. Future research can focus on evaluating the long-term impact of such resources on language learners' progress. The findings from this research can serve as a valuable reference for educators and researchers aiming to enhance digital learning strategies in language education. Additionally, this research could contribute to developing more engaging and effective online resources for English language teaching in the future.

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APPENDIX A: APPOINTMENT LETTER OF SUPERVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-5943/Un.08/FTK/Kp.07.6/08/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-2239/Un.08/FTK/Kp.07.6/02/2024
KEDUA : Menunjuk Saudara :

1. Khairiah Syahabuddin, MHSc.Esl., M.Tesol., Ph.D — Sebagai Pembimbing pertama
2. Dr. Maskur, S.Ag., M.A — Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama : Fitri Rahmati
NIM : 180203269
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **EFL College Experience in Using BBC Learning English Instagram Post**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 Agustus 2024
Dekan,

Safrul Muluk

Tembusan
1. *Sekjen Kementerian Agama RI di Jakarta;*
2. *Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;*
3. *Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;*
4. *Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;*
5. *Rektor UIN Ar-Raniry di Banda Aceh*
6. *Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;*
7. *Yang bersangkutan;*
8. *Arsip.*

Dipindai dengan CamScanner

APPPENDIX B: RECOMMENDATION LETTER FROM FAKULTAS TARBIYAH DAN KUGURUAN TO CONDUCT THE RESEARCH

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-9246/Un.08/FTK.1/TL.00/10/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/Nim : **Fitri Rahmati / 180203269**
Semester/Jurusa : **XIII / Pendidikan Bahasa Inggris (PBI)**
Alamat Sekarang : **Desa Lambeutong, Kecamatan Indrapuri, Kabupaten Aceh Besar**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL College Experience In Using BBC Learning English Instagram Post.*

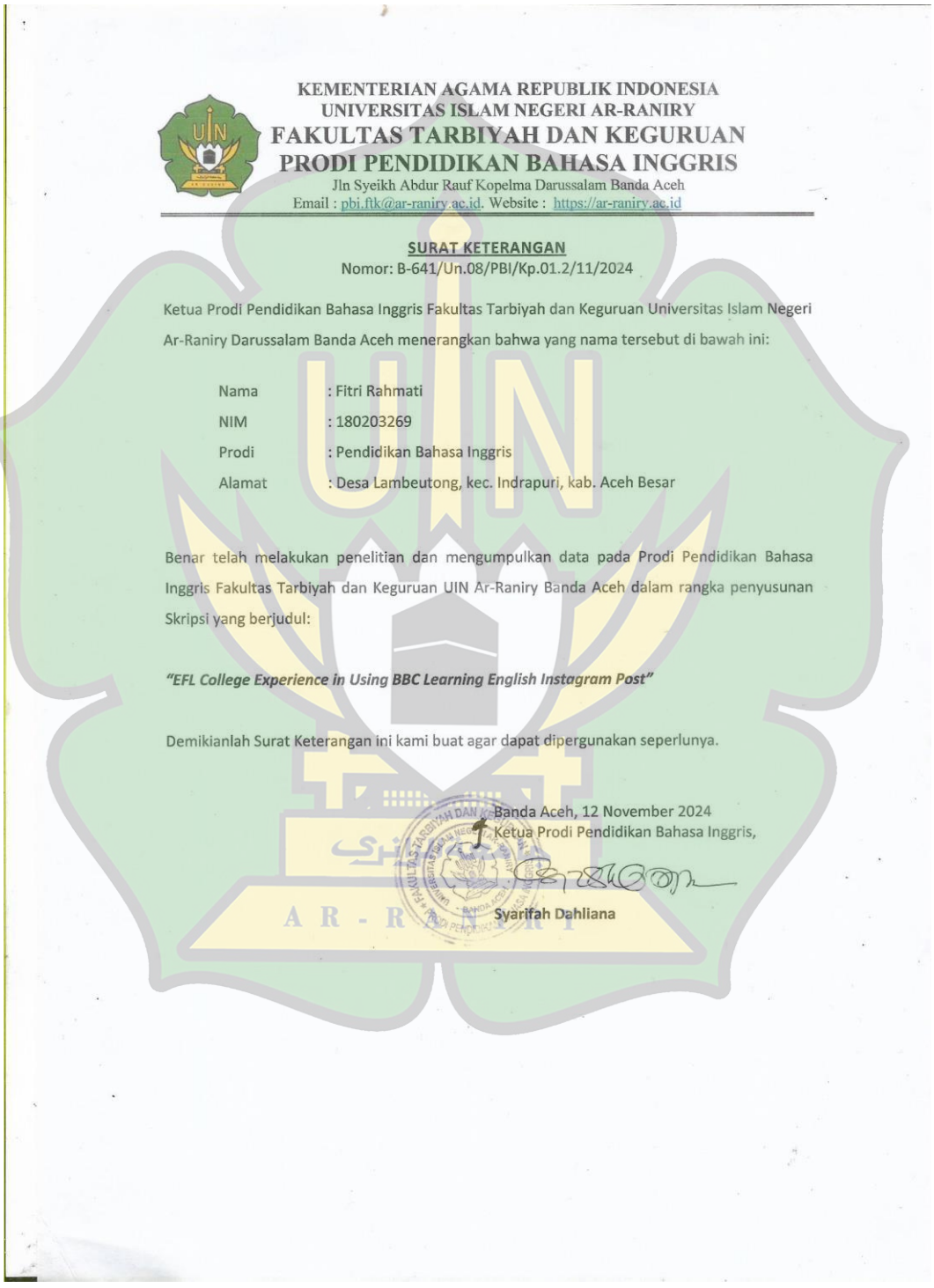
Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Oktober 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 30 November 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

APPENDIX C: CONFIRMATION LETTER FOR RESEARCH FIELD FROM THE HEAD OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM UIN AR-RANIRY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-641/Un.08/PBI/Kp.01.2/11/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Fitri Rahmati
NIM	: 180203269
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Desa Lambeutong, kec. Indrapuri, kab. Aceh Besar

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

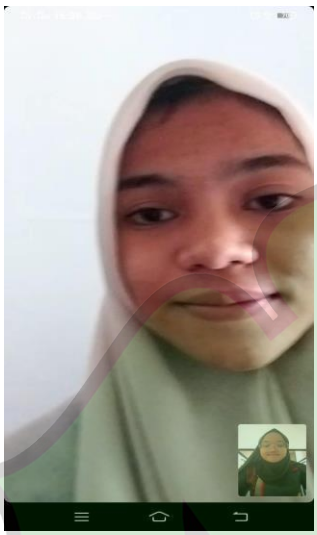
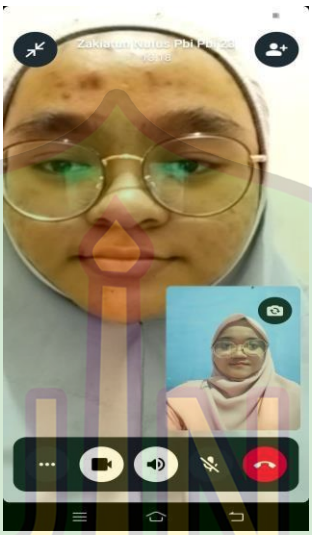
"EFL College Experience in Using BBC Learning English Instagram Post"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

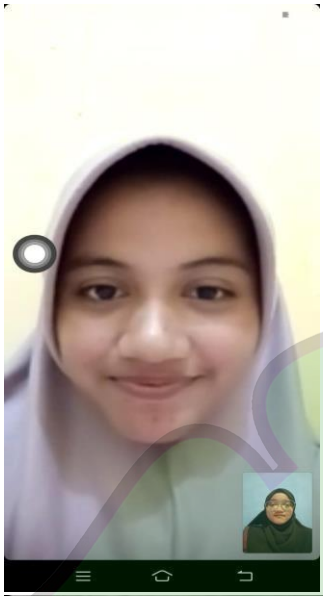
Banda Aceh, 12 November 2024
Ketua Prodi Pendidikan Bahasa Inggris,

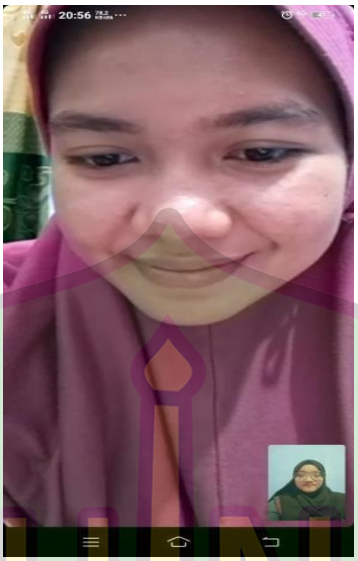
Syarifah Dahliana

APPENDIX D: DOCUMENTATION

جامعة الرانري
AR-RANIRY

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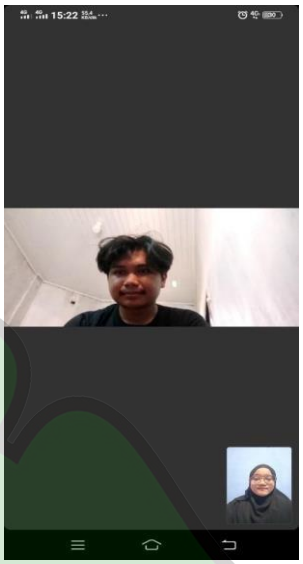
15:22

11:44

APPENDIX E: RESEARCH INSTRUMENT

1. INTERVIEW QUESTION

NAME :

NIM :

1. How do you feel about using the BBC Learning English Instagram account as a tool for learning English?
2. Do you feel that the Instagram format (such as stories, reels, or posts) helps you retain information better compared to traditional learning materials?
3. Do you think the visual and interactive elements of Instagram posts enhance your learning experience? Why or why not?
4. How does the content on the BBC Learning English Instagram compare to other methods or resources you use for learning English?
5. In what ways could the BBC Learning English Instagram account improve its content to better support your learning needs?
6. What specific features of the BBC Learning English Instagram posts do you find most useful for improving your English skills?
7. How often do you engage with the BBC Learning English Instagram account, and how does this frequency impact your language learning progress?
8. Have you encountered any challenges or limitations while using the BBC Learning English Instagram account for learning? If so, what are they?
9. Would you recommend the BBC Learning English Instagram account to other English learners? If yes, what aspects would you highlight? If no, what changes would you suggest?
10. What is your suggestion for Instagram BBC learning English account post as an online learning resource in the future to be better?

2. INTERVIEW ANSWER

NAME :Mujiburrahman

NIM 230203187

Answer

1. I find the BBC Learning English Instagram account to be a very useful and interesting tool for learning. It makes learning English fun and easy to understand. It also simplifies complex topics, making it available to users who only have a few minutes to study each day.
2. Yes, Instagram structure is visually appealing and brief, making it simpler to remember information. Reels and stories offer quick and interactive learning experiences that are memorable and easy to follow, and I can learn faster than with long books.
3. Yes, the visual and interactive elements really enhance the learning experience. Images, videos, and infographics make it easier to understand the lessons. Interactivity, such as quizzes and polls, also makes learning fun and allows me check if I learned the lesson.
4. Compared to other resources like textbooks or apps, BBC Learning English on Instagram feels less formal but more engaging. It's a great supplement because it's quick to consume, but it might not as deep as a full lesson in a textbook or app.
5. One improvement could be offering more advanced-level content for users who are already fluent or proficient in English but want to improve further. Including more explanation in the caption or linking to full video or articles for those who want to learn more about the lessons.
6. The short quizzes and vocabulary tips are the most useful. They allow me to test my understanding of a topic right away. The pronunciation tips are also very helpful since I can hear native speakers and repeat the sounds. I like the quizzes and vocabulary tips the most. They help me test myself and learn new words. The pronunciation videos are also useful because I can hear how words are said., Skill improve: listening
7. I engage with the account daily or every other day. This consistent explanation helps reinforce what I've learned and introduces new concepts regularly, which keeps my progress steady. I look at the account every day or almost every day. This helps me keep learning little by little, and I feel my English is getting better.
8. Yes, one challenge is that Instagram posts are too short and don't explain everything in detail. Sometimes, I have to find other resources if I want to learn more about some topic to fully understand a grammar point or concept.
9. Yes, I would definitely recommend it. I would highlight the ease of access, has engaging content, and offers a variety of formats like videos, quizzes,

and stories that make learning enjoyable. For improvement, I would suggest adding more detailed lessons on specific grammar rules and including harder lessons for advanced learners.

10. In the future, I suggest that the BBC Learning English account offers more interactive live sessions where followers or people can ask questions in real-time. It would also be great if they could provide downloadable practice sheet or materials linked to specific posts for deeper practice.

NAME : nida putri raiyana
NIM 230203022

1. Menurut aku, pakai akun Instagram BBC Learning English buat belajar bahasa Inggris lumayan efektif. Cara belajarnya lebih santai dan asik dibanding metode tradisional.

2. Iya, format Instagram kayak story, reels, sama post bikin aku lebih gampang inget informasi. Soalnya visual dan interaktif, jadi lebih nempel daripada cuma baca teks.

3. Iya banget, elemen visual dan interaktifnya nambahin pengalaman belajar. Aku bisa langsung liat konteks kata-kata dan denger gimana cara pengucapannya, jadi lebih cepet paham.

4. Konten BBC Learning English di Instagram lebih ringan dan praktis dibanding metode lain, kayak buku atau aplikasi. Aku lebih suka belajar lewat konten pendek dan visual daripada harus baca panjang lebar.

5. Akun BBC Learning English bisa lebih oke lagi kalau mereka nambahin tantangan atau kuis interaktif biar kita bisa nguji pengetahuan setelah nonton video.

6. Fitur paling berguna menurut aku adalah reels yang nunjukin percakapan asli. Ini bantu banget buat ngerti bahasa Inggris di situasi sehari-hari, plus latih kemampuan listening. Skill yang meningkat: listening, grammar dan vocab

7. Aku biasanya ngecek akun ini beberapa kali seminggu. Frekuensi ini ngebantu buat terus inget materi baru karena sering ketemu sama bahasa Inggris.

8. Tantangan yang aku hadapin adalah kadang penjelasannya terlalu cepet atau ada kata-kata yang susah dimengerti. Beberapa konten juga lebih cocok buat yang udah level menengah ke atas.

9. Iya, aku bakal rekomendasiin akun ini ke orang lain. Yang aku sorotin adalah kemudahannya, formatnya seru, dan banyak video yang nunjukin situasi nyata. Mungkin aku juga bakal nyaranin buat bikin penjelasan yang lebih simpel dan pelan untuk pemula.

10. Ke depannya, aku saranin mereka bikin lebih banyak konten buat pemula dengan penjelasan yang lebih pelan. Terus, bisa juga nambahin kuis interaktif atau tantangan buat nguji pemahaman setelah nonton video.

NAME : Durratul Iftinan

NIM 230203089

1. I strongly agree that the BBC Learning English Instagram account can be an effective tool for learning English. With concise and relevant content, they provide materials that are easy to understand and apply.
2. Instagram formats like stories, reels, and posts are very helpful in retaining information. Content presented in short snippets is easier to remember, and the visual and audio elements provide strong stimulation to reinforce understanding.
3. The visual and interactive elements of Instagram posts do enhance the learning experience. Visual content like illustrations, videos, and interactive text helps clarify language and grammar concepts, making them easier to grasp and remember.
4. Compared to traditional methods or other sources, the content on BBC Learning English Instagram is more concise and straight to the point. This makes it ideal for daily learning or quick review, especially in today's fast- paced digital era.
5. The BBC Learning English account could improve its content by adding more two- way interactions, such as live quizzes or more frequent Q&A sessions. This would help users engage more deeply with the content and practice their skills.
6. The most useful feature is the short videos and illustrations that explain grammar or everyday expressions. These help me understand English rules in an easy-to-grasp context and apply them in real life. Skill improve : pronunciation
7. I interact with this account frequently, and this consistency has greatly helped my learning progress. Regular content reminds me to keep learning and reinforces what I've previously learned.
8. The main challenge I face is the limited depth of material that can be presented on a platform like Instagram. However, this can be addressed by using the account as a complement to other more in-depth learning methods.
9. I would highly recommend this account to other English learners. The aspects I would highlight are the interactive, visual, and concise content, which is perfect for learning in spare moments. If any changes were suggested, I'd recommend more in-depth or structured content.
10. For the future, the account could improve by providing more varied topics, like more complex everyday conversations, idioms, or even longer lessons on IGTV. This would add a new dimension to learning.

Overall, the BBC Learning English Instagram account is a very useful and effective tool for learning English, especially for those looking for light and easily accessible material for daily learning.

NAME : Zakiatun Nufus

NIM 230203123

1. The BBC learning English Instagram is a valuable tool for learning English, especially for people who prefer flexible. It make it easier to access, interactive content right at home, which is great for daily practice.

2. Yes, I think the Instagram format helps retain information better because it's quick, engaging, and visually stimulating. Stories and reels, for example, offer short, focused lesson, while posts allow for more detailed explanations. Balance for people who prefer dynamic learning formats.

3. Yup, the visual and interactive elements like images, videos, and quizzes enhance the learning experience. They make complex topics easier to understand and hold my attention longer than text heavy, traditional materials. Interactive quizzes or polls, for instance, provide instant feedback, helping reinforce learning.

4. The content on the BBC learning English Instagram is more informal and digestible compared to textbooks or long videos. While other methods may provide more in depth lessons, BBC's Instagram account is perfect for quick learning and practice sessions, with a good mix of grammar tips, vocabulary, and pronunciation.

5. They could provide more interactive challenges or games that motivate users to engage more. Additionally, longer explanations for certain grammar points, or offering a series of post on specific topics, would be useful for those who want to delve deeper into particular subjects.

6. The short, grammar lessons, vocabulary posts, and pronunciation tips are incredibly useful. The use of stories and reels for quick lessons, and the inclusion of captions, helps interactive polls and quizzes help test my understanding right away. Skill improve : listening, reading

7. I engage with the account several times a week, and this frequent explanation helps reinforce what I've learned. Regular engagement ensures that in consistently practicing, which makes a noticeable difference in my language progress.

8. One challenge is that the lessons sometimes can feel too short, especially when I want to understand more into a topic. Also, scrolling through Instagram can sometimes lead to distractions, which breaks the focus on learning.

9. Yup, I would recommend it because it's a convenient and engaging way to learn English. I would highlight the interactive features, the grammar and vocabulary tips, and the consistent posting that keeps learners engaged.

10. They could introduce themed learning weeks, where they focus on the specific area, like phrasal verbs or idiomatic expressions. Additionally, offering live sessions where learners can ask questions in real time could enhance engagement and interactively.

NAME : MUHAMMAD CHAIRUL
ICHSAN NIM : 230203116

1. My opinion about using the BBC Learning English Instagram account as a learning tool isthat it provides benefits and makes it easier to understand because
   • Accessibility: Instagram is easy to access and use by many people.
   • Visual Content: Images and videos can help in understanding concepts and improve memory.
   • Interactive: Features like quizzes, polls, andcomments can encourage engagement and interaction.
   • Diverse Content: The BBC LearningEnglish Instagram account can offer a variety of content, such as vocabulary.
2. I feel that studying with the format that Instagram has makes it easy for me to understandthe material and doesn't make me feel bored.
3. Visual elements: Images, videos, and animations can help make information easier to understand and remember. They can attract attention, make content more interesting, and help explain complex concepts. • Interactive elements: Features such as quizzes, polls, and comments can encourage engagement and encourage active learning. They can help users test their understanding, share thoughts, and interact with content in a more immersive way.
4. The content on the BBC Learning English Instagram account has really helped me, compared to other sources, maybe there is something that makes it easier for me.and the explanation is easier and the content is more interesting
5. Maybe when creating content or quizzes you can provide an explanation, maybe manypeople don't understand English without meaning or explanation.
6. I think the Instagram post feature that helps me is the explanation video.skill improve: speaking
7. If I'm honest, I rarely interact because I'm busy outside, the first time I studied on the BBCLearning English account, it really increased the frequency of my English progress.
8. There are several challenges when using the BBC Learning English account, namely thelack of explanations in the quiz.
9. For now I do not recommend the BBC Learning English account, until I can master it andexperience rapid progress as a sign of change.
10. My suggestion is to add to the existing material in my course, and explain about thematerial.

Name :

Iklima Safira

Nim :

230203152

1. I think using BBC learning English account as a language learning tool is a very interesting idea, because it is easy to access and makes learning more fun and less boring.
2. Yes, because posts such as reels or insta stories are very helpful in remembering information especially in reels that are usually short videos, using images too, and the text is more concise so it is easier to remember than traditional learning which is usually long and less interesting.
3. I think the visual and interactive elements of Instagram posts enhance the learning experience, because they are made of images and videos that make it easier to understand, and they can also innovate through comments and question and answer features that provide opportunities to practice and get feedback.
4. Compared to other methods, the content here is more interesting because there are also pictures and it is easy to access anywhere and anytime, if using textbooks or online courses requires more time and commitment. So this is very helpful for busy people who have very little free time.
5. To support learning needs, this account should improve its content by providing more interactive exercises such as word games or adding live sessions with English teachers to answer questions directly.
6. The most useful specific feature is reels because it contains quick tips or short explanations, it can help us understand and remember concepts quickly, also we can know the correct pronunciation for the words taught. My grammar skill is get more better when using this tool.
7. I interact with BBC learning English account almost every day. I think this has been very helpful because I get bored easily, so the short content enhances learning through short videos and interaction with other users.
8. The challenge I face is the limited time of the videos in the reels which sometimes require more in-depth explanation. If we want to understand a material more deeply, it might be a bit difficult because we can only interact online and not face to face. Network connection can also sometimes be a challenge.
9. I would recommend this account to others who want to learn flexibly. It's easy to access and the content is interesting, but it's good to supplement it with other learning resources if you want a deeper understanding. My most recommended feature is reels because it contains short videos in which we can learn pronunciation.
10. The suggestion I can give is that this account can add a monthly or weekly

challenge feature with small prizes that can make learning more fun and motivate users to be more active in participating.

NAME : DAYANA

BATRISYA NIM :

230203078

1. I really like using the BBC Learning English Instagram account as a tool for learning English because the content is interesting and interactive. They present English material in a simple, and easy to understand way. Plus, the video format is short, but still informative, so it's easy to follow any time. This really helped improve my English skills, especially in vocabulary, grammar and pronunciation.
2. Yes, because if the material presented in Instagram stories or reels, it becomes more interesting and less boring, so we can also learn English while relaxing or having a rest.
3. Of course, because I believe that the visual and interactive elements of Instagram posts greatly upgrade my learning experience. Visual content, such as images and videos, helps me understand the material more quickly.
4. Personally, each account has its own plus and minus depending on a person's way of learning.plus : its present material in simple way.
5. I feel the BBC Learning English Instagram account could improve its content by adding more interactive exercises, such as quizzes or daily challenges that help test language comprehension. Example challenge
6. I like the Instagram post feature where the BBC account compares two similar words and explains the function, differences and similarities in using these two words, Skill : grammar, vocab, listening and reading
7. I usually interact with the BBC Learning English Instagram account in my free time, so the frequency is depending on my time availability. However, I feel that the content is quite helpful for my learning progress.
8. No, I think I haven't
9. Yes, I would recommend the BBC Learning English Instagram account to other English learners. The aspect I want to highlight is the content that's interactive and easy to understand.
10. I suggest that the BBC Learning English Instagram account add more interactive content, such as live speaking practice or live sessions with teachers, where students can ask questions in real-time.

NAME : Layyinah Nabilah NIM 2302031

55

1. I think the BBC Learning English Instagram account is very helpful for learning English. With its light format and engaging content, learning English feels more relaxed and enjoyable.
2. Yes, formats like stories, reels, or visual posts on Instagram really help me remember material better than traditional books or learning methods. The information presented is short and visual, making it easier to remember.
3. Yes, the visual and interactive elements are very helpful. For example, images, illustrations, and short videos make lessons more lively. Additionally, interactive features like polls or quizzes engage me more in the learning process.
4. Compared to traditional methods or other language-learning platforms, BBC Learning English content is more practical and accessible. I can learn anytime, anywhere, without having to open a book or attend formal classes.
5. Perhaps the account could add more interactive features, like live Q&A sessions with tutors or native speakers, and provide more materials focusing on grammar or writing.
6. I really like the short videos that explain idioms or everyday expressions. This format helps me understand how phrases are used in the right context, and because they're brief, I can rewatch them anytime.
7. I usually interact with the account a few times a week. This frequency helps me maintain consistent explanation to English, which gradually improves my skills.
8. The biggest challenge might be the limited material. Because the format is brief, sometimes I feel I need more examples or deeper explanations, especially for more complex topics.
9. Yes, I would recommend this account. I would highlight its practicality, diverse content, and more relaxed learning style. However, I might suggest more materials for intermediate and advanced levels.
10. In the future, perhaps the account could add discussion-based content, like a weekly topic where followers can debate or share views in English. Additionally, more lessons focused on grammar and writing would be very helpful.

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NAME : ALYA

ROSSA NIM :

230203185

1. I find the BBC Learning English Instagram account to be a very useful and interesting tool for learning. It makes learning English fun and easy to understand. It also simplifies complex topics making it available to users who only have a few minutes to study each day.

2. Yes, Instagram structure is visually appealing and brief, making it simpler to remember information. Reels and stories offer quick and interactive learning experiences that are memorable and easy to follow, and I can learn faster than with long books.

3. Yes, the visual and interactive elements really enhance the learning experience. Images, videos, and infographics make it easier to understand the lessons. Interactivity, such as quizzes and polls, also makes learning fun and allows me check if I learned the lesson.

4. Compared to other resources like textbooks or apps, BBC Learning English on Instagram feels less formal but more engaging. It's a great supplement because it's quick to consume, but it might not as deep as a full lesson in a textbook or app.

5. One improvement could be offering more advanced-level content for users who are already fluent or proficient in English but want to improve further. Including more explanation in the caption or linking to full video or articles for those who want to learn more about the lessons.

6. The short quizzes and vocabulary tips are the most useful. They allow me to test my understanding of a topic right away. The pronunciation tips are also very helpful since I can hear native speakers and repeat the sounds. I like the quizzes and vocabulary tips the most. They help me test myself and learn new words. The pronunciation videos are also useful because I can hear how words are said, Skill improve:pronunciation

7. I engage with the account daily or every other day. This consistent explanation helps reinforce what I've learned and introduces new concepts regularly, which keeps my progress steady. I look at the account every day or almost every day. This helps me keep learning little by little, and I feel my English is getting better.

8. Yes, one challenge is that Instagram posts are too short and don't explain everything in detail. Sometimes, I have to find other resources if I want to learn more about some topic to fully understand a grammar point or concept.

9. Yes, I would definitely recommend it. I would highlight the ease of access, has engaging content, and offers a variety of formats like videos, quizzes, and stories that make learning enjoyable. For improvement, I would suggest adding more detailed lessons on specific grammar rules and including harder lessons for advanced learners.

10. In the future, I suggest that the BBC Learning English account offers more interactive live sessions where followers or people can ask questions in real-time. It would also be great if they could provide downloadable practice sheet or materials linked to specific posts for deeper practice.

NAME : Ayu idami

NIM 230203101

Answer.

1. In my opinion, learning English through an Instagram account is very effective and practical, because the account's reach is wide because people all over the world follow the account so the explanation is also wider.
2. yeah i think so, because you can learn anywhere and anytime even while lying down
3. Yes, because each post and its visual elements are different.the content makes the learning experience more varied.
4. I was helped a lot here because the content made me understand what was meant by the content more quickly than most other sources.
5. It would be better if there were Indonesian subtitles so that the audience could understand easily.
6. Feed ig. Skll improve : listening
7. To be honest, I rarely open it, but this account is still useful for the progress of my English learning.
8. Yes, I still have difficulty understanding English because there are no Indonesian subtitles.
9. Yes, I would also recommend this account to other students, because this BBC content is very suitable for beginners, besides the pronunciation is not too fast and also uses words that are very easy to understand,
10. My suggestion is that if possible, on this account, create more puzzles or polls so that the audience is more challenged.

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APPENDIX F: NAME INITIALS

YU: AYU AL : ALYA

LY:LAYYINAH

DA: DAYANA

IK: IKLIMA

CH: CHAIRUL

ZK: ZAKIATUN

DR: DURAH

ND: NIDA

MJ: MUJIB