

Indonesian Non-English Major Learners' Attitudes Toward Instagram to Practice Speaking in English: A Survey Study

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Abstract

Speaking skill is often considered one of the most challenging skills for learners, perhaps due to the trial and error nature of speaking shunning shy and unconfident second/foreign language (L2) learners of English. In the meantime, *Instagram* raises as one of the most popular social media platforms among the young generation, including L2 learners. Hence, the present study aimed to investigate non-English major learners' attitudes toward the use of *Instagram* to practice speaking in English. This study involved 102 Indonesian active *Instagram* user learner participants across Indonesia in an online survey. Through descriptive statistics on SPSS 25, the study found that the participants generally had positive attitudes towards the use of *Instagram* to practice speaking in English. Nonetheless, even though they considered *Instagram* a good platform to practice speaking, they were slightly less motivated to actually use it for learning purposes. These findings call for teachers to channel the popularity of *Instagram* among learners and their familiarity with it for L2 learning purposes through class instruction.

Keywords: Descriptive statistics, *Instagram*, foreign/second language (L2), speaking practice, speaking skills

INTRODUCTION

Speaking is considered a difficult skill to master (Rao, 2019). Several factors affect it. They are conditions where speaking occurs (pressure, planning, support amount), affective ones (self-confidence, motivation, anxiety), listening ability, background knowledge about a topic that is discussed by the speaking partners, and also the feedback during speaking activities (Leong & Ahmadi, 2017). Two characteristics of successful speaking are fluency and accuracy. Fluency is when learners can speak understandably (Hughes, 2002) whilst accuracy is when the speech conforms to correct grammatical structures, pronunciations, and also vocabularies (Mazouzi, 2013). To facilitate learners' success in speaking, the role of teachers is massively needed (Devana & Afifah, 2020). They should utilise methods or fun activities that attract the learners' interests and motivation to learn (Devana & Afifah, 2020).

Concerning that, the rapid development of technology has significantly improved the fast-growing of social media (Akhiar et al., 2017). Using social media makes it

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possible for people to create personal pages, share content, and stay connected with friends (Handayani, 2016). For instance, *Instagram*, *Twitter*, and also *Facebook*, allow their users to connect with their friends, relatives, or colleagues (Pujiati et al., 2019). Regarding this, Nurhikmah (2021) mentioned that social media can be utilised to practice speaking considering its trend among the young generation.

Instagram has become a popular social media among others such as *Facebook*, *Line* and *WeChat*, which is used by many people with different backgrounds (Mahmudah & Ardi, 2020). *Instagram* was launched on 6 October 2010 and had around more than 150 million active users in 2010 (Handayani, 2016). In 2023, the number may probably be much higher. Nowadays, *Instagram* has many functions besides sharing photos and videos. It allows users to apply filters, add hashtags, tag users, and many more. The platform is so popular that users may spend their hours on *Instagram* daily (Putri et al., 2021). In the educational field, the use of *Instagram* in the teaching and learning process has grown by 20% from 2012 to 2013 (Li, 2017). English teachers should see the opportunity of using this platform in language teaching since it has the potential to be utilised to facilitate learners' L2 learning (Handayani, 2016).

There are several studies conducted to investigate the effectiveness of *Instagram* use to improve L2 reading, writing, listening, and vocabulary (Agustin & Ayu, 2021; Baruti & Subekti, 2023; Handayani, 2016; Putri et al., 2021). Putri et al. (2021) in their study reported that the use of *Instagram* can improve students' reading proficiency. It was because *Instagram* was considered attractive, interesting, and easy to use, and made reading activities not monotonous (Putri et al., 2021). Regarding L2 writing, Handayani (2016) found that besides increasing learners' communication skills, *Instagram* was also used as an excellent means to improve learners' writing ability through writing caption activities. These writing caption activities were reported to be enjoyable. Learners who had difficulty finding inspiration to write in 'traditional' writing activities could get it through the activities facilitated using *Instagram*. Furthermore, Agustin and Ayu (2021) reported that *Instagram* could be a tool to improve learners' vocabulary mastery and positively affect learners' listening skills.

Specific to the use of *Instagram* for L2 speaking, there are also studies conducted to investigate the use of *Instagram* on learners' L2 speaking outside Indonesia (Azlan et al., 2019; Erarslan, 2019; Gonulal, 2019; Rajani & Chalak, 2021). A mixed-method study by Erarslan (2019) in the Turkey context involved 219 university learners. The study reported that *Instagram* could be an effective tool to improve language skills including speaking skills. It was because *Instagram* allowed learners to practice speaking confidently and feel more relaxed about making mistakes. Aligned with this, an action research study in the Malaysian context by Azlan et al. (2019) reported that *Instagram* gave a positive influence on their participants' motivation and self-confidence to express their ideas orally and to become fluent speakers. Additionally, a mixed-method study in the Turkish context by Gonulal (2019) also found that the participants' speaking ability had improved after using *Instagram* for L2 speaking. One of the factors was that *Instagram* provided flexible learning that allowed learners to practice their speaking anywhere and every time. Rajani and Chalak (2021) mentioned that the effectiveness of the platform is also greatly affected by the good quality of the materials in the platform (and lack thereof) as well as the creativity of the teachers in utilising *Instagram* for L2 instruction.

In the Indonesian context, studies on social media use for language learning seem to be rather extensive and this includes studies on *Instagram* (Agustin & Ayu, 2021;

Handayani, 2016; Hape, 2018; Mahmudah & Ardi, 2020; Putri et al., 2021). Mahmudah and Ardi (2020) involved junior high school learners in their experimental study. The experimental group was the group taught using *Instagram*, whereas the control group was taught using an eclectic way without *Instagram*. The study revealed that the two groups did not significantly differ in achievement, suggesting that *Instagram* did not influence learners' learning. In contrast, an experimental study by Himmah et al. (2020) also involving junior high school learners reported that using *Instagram* had a significant effect on learners' speaking skills. Learners taught by using *Instagram* performed better and obtained better scores in speaking. In line with that, several studies involving university learners using *Instagram* for speaking seemed to suggest the benefits of using the platform for L2 speaking (Devana & Afifah, 2020; Seftika, 2019; Wulandari, 2019). Learners in these studies had positive views on learning speaking through *Instagram* and they perceived it to be helpful to enhance their speaking skills. A study by Hape (2018) reported learners perceived *Instagram* as a platform allowing them to become independent learners. A study by Himmah et al. (2020) reported that learners got engaged by the content and videos provided on *Instagram*.

Despite the seemingly extensive studies on *Instagram* in Indonesia, empirical studies in this field may still be necessary. It is important to conduct a quantitative study involving Indonesian L2 learners from various regions considering that the existing studies overwhelmingly focused on participants in certain institutions. Next, in terms of participants involved in the existing studies, some involved learners from junior high schools (Himmah et al., 2020; Mahmudah & Ardi, 2020) whilst the others involved university learners from English majors (Apriyanti et al., 2018; Devana & Afifah, 2020; Nurhikmah, 2021; Seftika, 2019). In this case, studies involving non-English major learners could be important because apart from the scarcity of studies involving these learners, these learners very probably use English very limitedly outside the classroom context. Thus, they may get very limited exposure to English and be reluctant or shy to speak in English extensively. Considering the aforementioned rationales, this study seeks to answer this question: What are Indonesian non-English Major learners' attitudes towards using *Instagram* to practice speaking in English?

METHODS

Research Design and Participants

The present study employed a quantitative design of conducting a survey. It distributed an online questionnaire on attitudes towards the use of *Instagram* for learning to speak. Studies on *Instagram* in English learning have been conducted using various methods, for example quantitative (Devana & Afifah, 2020; Himmah et al., 2020; Mahmudah & Ardi, 2020; Seftika, 2019) and qualitative (Apriyanti et al., 2018; Ramadoni, 2019; Wulandari, 2019). Nonetheless, specific to the previous quantitative studies, these studies only involved a relatively small number of participants from a specific institution. For this reason, the present study involved participants from various regions in Indonesia to provide possible better and more representative data.

The participants of this research were Indonesian non-English major learners using *Instagram* to learn to speak in English. In total, 102 learners participated in this study by filling out the questionnaire. Of these 102 participants, consisted of 46 males (45.09%) and 56 females (54.90%) who were mostly in the age of 21. Of these participants, 25 participants showed their willingness to be interviewed for a possible follow-up study.

The selection of the participants was based on several reasons. Firstly, studies investigating the use of *Instagram* to learn speaking in English, involving non-English major students, were still rare. Secondly, the average age of college learners is between 18 to 24 years old (Hanson, 2022). Related to that, LSE (2017) mentioned that users of *Instagram* are between the ages of 18 to 29 years old. Hence, it is strategic to target college learners who were active users of *Instagram*. To ensure that the participants were truly *Instagram* users, the information of desired participants was provided in the *Instagram stories, WhatsApp, and Google forms* accompanying the questionnaires.

Furthermore, the 102 participants were from fifteen different provinces and 48 departments. The provinces where they resided at the time of the data collection can be seen in Table 1.

Table 1. The Participants' Domiciles

No.	Provinces	Number	Percentage
1.	Nanggroe Aceh Darussalam	1	.98%
2.	South Sumatera	1	.98%
3.	North Sumatera	2	1.96%
4.	Lampung	6	58.82%
5.	Special Capital District of Jakarta	14	13.72%
6.	Banten	1	.98%
7.	West Java	15	14.71%
8.	Central Java	13	12.74%
9.	Special Region of Yogyakarta	39	38.23%
10.	East Java	5	4.90%
11.	West Kalimantan	1	.98%
12.	East Kalimantan	1	.98%
13.	North Sulawesi	1	.98%
14.	South Sulawesi	2	1.96%
15.	Maluku	1	.98%

Instruments

This study used a *Google Form* questionnaire consisting of ten questionnaire items. These items were adapted from two previous works (Gonulal, 2019) and (Al-Garawi, 2012) six from the first, and the other four from the latter. The participants were required to answer one of the following possible responses: “Strongly Agree”, “Agree”, “Strongly Disagree”, or “Disagree”. We consciously omitted the “Neutral” response to prevent indefinite responses which is complex to interpret. The neutral or middle response may lead the findings to become difficult to interpret (Glucksberg & McCloskey, 1981). The sample of the question was “*Instagram* is a good platform to practice speaking in English”. For easier and more focused presentation of findings, the questionnaire items are presented in two separate categories. The first is “Instagram as a Platform to Learn Speaking in English” (item numbers 1, 2, 3, 5, 7, and 9) and the second is “Instagram and Learning Motivation” (item numbers 4, 6, 8, and 10).

Data Collection and Analysis

The data collection process was conducted from the period of 1 March 2023 to 30 April 2023 by distributing the online questionnaire link on various social media such as *WhatsApp, Instagram, and Twitter*. The collected data were then downloaded in the form of an Excel file and were then recorded numerically in SPSS 25. The Likert scale

responses were recorded as follows. "Strongly Agree" were recorded as 5 points, "Agree" as 4 points, "Disagree" as 2 points, and "Strongly Disagree" as one point.

Ethical Consideration

There are at least two ethical principles of research ethics employed in this study. These were autonomy and non-maleficence. The first principle was autonomy defined as participants' freedom to choose whether or not to participate in research (Townsend et al., 2010). Regarding this, we provided a consent form to the participants to indicate their voluntary participation. It was in the first part of the online questionnaire. The second principle was non-maleficence, where we minimised possible harm to the participants by protecting their confidentiality.

RESULTS

This study intends to investigate Indonesian non-English major university learners' attitudes toward using Instagram to practice speaking in English. For this purpose, it distributed a ten-item questionnaire. It was revealed that these items had .88 Cronbach's alpha coefficient indicating reliability as it was close to 1 (one). The questionnaire data were analysed using descriptive statistics in the form of mean scores, standard deviations and percentages.

The composite mean of the ten questionnaire items was 39.9 or 3.99 for each item (on the possible scale of 1 up to 5) indicating that most of the participants had positive attitudes on the use of *Instagram* as a platform to learn to speak in English.

As mentioned in Methods, the questionnaire items were categorised into "*Instagram* as a platform to learn speaking in English" and "*Instagram* and learning motivation" to provide an effective and focused presentation of findings. The detailed results of the first category can be seen in Table 2.

Table 2. Instagram as a Platform to Learn Speaking in English

Item No.	Statement	Mean Scores	Std. Dev.	Strongly Agree	Agree	Disagree	Strongly Disagree
1	<i>Instagram</i> is a good platform to develop speaking skills in English.	4.07	.56	14.9%	80.2%	4.9 %	0%
2	<i>Instagram</i> is a good platform to practice speaking in English.	4.10	.76	25.7%	65.3%	7.9%	0%
3	<i>Instagram</i> makes learning to speak in English become more interesting.	4.14	.82	31.7%	58.4%	9.9%	0%
5	<i>Instagram</i> makes learning English speaking become easier.	4.00	.89	25.7%	60.4%	13.9%	0%
7	Using <i>Instagram</i> in English language activities improves my speaking skills.	3.99	.84	22.8%	64.4%	12.8%	0%

Item No.	Statement	Mean Scores	Std. Dev.	Strongly Agree	Agree	Disagree	Strongly Disagree
9	Pronunciation activities found on <i>Instagram</i> have improved my English pronunciation.	3.85	.96	20.8%	60.4%	18.8%	0%

As displayed in Table 3, four questionnaire items had high mean scores of more than 4.00, indicating the participants' positive attitudes towards *Instagram* as a learning platform for speaking. Item number 3, "*Instagram* makes learning speaking in English become more interesting" had the highest mean score (4.14). 92 participants (90.1%) agreed that *Instagram* could be an English learning tool that provides an interesting learning experience to learn speaking. Second, item number 2, "*Instagram* is a good platform to practice speaking in English" gained the second-highest mean score (4.10). 93 participants (91%) showed their agreement with this statement. Next, item number 1, "*Instagram* is a good platform to develop speaking skills in English" had the third highest mean score (4.07). 97 participants (95.1%) indicated their agreement with the statement. Items number 5, "*Instagram* makes learning English speaking become easier" gained the fourth-highest mean score (4.00). 88 participants (86.1%) showed their agreement with this statement.

Furthermore, two items had mean scores slightly lower than 4.00. Item number 7, "Using *Instagram* in English language activities improves my speaking skills" gained a mean score of 3.99. 89 participants (87.2%) indicated their agreement. Item number 9, "Pronunciation activities found on *Instagram* have improved my English pronunciation" obtained a mean score of 3.85. 82 participants (80.2%) indicated their agreement with the statement.

Regarding the results in the second category, furthermore, the details can be observed in Table 3.

Table 3. Instagram and Learning Motivation

Item No.	Statement	Mean Scores	Std. Dev.	Strongly Agree	Agree	Disagree	Strongly Disagree
4	<i>Instagram</i> improves my motivation to speak in English through it.	3.88	.91	18.8%	65.3%	13.9%	1.0%
6	<i>Instagram</i> encourages me to spend more time learning English speaking.	3.81	.99	19.8%	60.4%	18.8%	1.0%
8	I like to learn to speak English through <i>Instagram</i> because I can do it anywhere and at any time.	4.20	.68	29.7%	64.4%	5.9%	0%
10	My motivation to learn English speaking has been enhanced after using English language activities found on <i>Instagram</i> .	3.92	.90	20.8%	64.4%	13.8%	1.0%

As presented in Table 3, an item produced a mean score of more than 4.00 whilst the other three produced mean scores slightly lower than 4.00. Item number 8, "I like to learn to speak in English through *Instagram* because I can do it anywhere and at any time" gained the highest mean score of 4.20. 96 participants (94.10%) showed their agreement with this statement. Next, item number 10, "My motivation to learn English speaking has been enhanced after using English language activities found on *Instagram*" gained the second-highest mean score (3.92). 87 participants (85.2%) showed their agreement with the statement. Furthermore, item number 4, "*Instagram* improves my motivation to speak in English through it" produced a mean score of 3.88. 86 participants (84.1%) showed their agreement with the statement, indicating the participants' motivation to speak English through *Instagram*. Next, item number 6, "*Instagram* encourages me to spend more time learning English speaking" gained a mean score of 3.81. 87 participants (86.1%) either strongly agreed or agreed with the statement.

All in all, several key findings can be highlighted. First, the participants' attitudes towards the use of *Instagram* to learn English speaking was generally very positive. As seen in the results of the first category, the majority considered the platform good and interesting media to learn speaking. As seen in the results of the second category, furthermore, they also perceived the platform to be motivating. However, the participants' attitudes in this category were generally lower than those in the first category. This could indicate that as much as they positively perceived the platform to be a good one to learn speaking, they may not find it as motivating for them to actually use it to learn speaking.

DISCUSSION

The findings on the positive attitudes towards the use of Instagram to learn English speaking may not be very surprising. It is because several previous studies also reported that many L2 learners agreed on the utilisation of *Instagram* as an educational tool to practice their speaking skills in English (Devana & Afifah, 2020; Mitu, 2020; Sari & Wahyudin, 2019; Syahida et al., 2022). A possible factor could be the popularity of the platform among the participants so they were very familiar with it (Syahida et al., 2022). Another factor was the features of *Instagram* making it enjoyable as an education platform for learners (Sari & Wahyudin, 2019). Moreover, it also allows learners to become independent learners because it offers flexibility probably supporting learners' own pace in learning (Mitu, 2020).

The findings of this study were in line with those of some other studies. For example, a study by Handayani (2016) suggested that *Instagram* could be a very beneficial educational tool because it could support language learning with the features it had. For instance, in terms of improving speaking skills, Handayani (2016) explained that learners could watch videos on *Instagram* about pronunciation and try to imitate. Furthermore, learners could record their own videos and post them on their *Instagram* accounts and their teachers or friends could help to encourage or even evaluate. Similar to this present study, a study by Sari and Wahyudin (2019) involving 116 participants taking General English for Business reported that the participants showed positive attitudes towards *Instagram* as a good platform to develop their speaking skills. Further, this study reported that most of the participants viewed that *Instagram* allowed them to study everywhere and anywhere which made it enjoyable. Similar findings also came

from a descriptive study by Devi et al. (2020) that involved 44 learners in a speaking class. It revealed that the participants enjoyed using *Instagram* to practice their speaking even outside the classroom. Additionally, these learner participants showed positive attitudes that *Instagram* could be an interesting and enjoyable medium to practice speaking in English. A recent study conducted by Syahida et al. (2022) involving high school learners also reported that familiarity with Instagram features such as *Instagram story*, *Instagram filters*, *Instagram Live*, and many others contributed to learners' positive perceptions of *Instagram* as a practical and easy platform that can be utilised for learning purposes. All in all, the similarities across these studies suggested that *Instagram* could be utilised as a tool for educational purposes, including learning English speaking.

In this study, the flexible learning *Instagram* could offer also seemed to contribute to learners' general approval towards *Instagram*. Regarding this, a qualitative study involving 13 Indonesian learners by Hape (2018) also reported that learners liked *Instagram* because it offered independent learning and gave them unlimited time to learn and review aspects of speaking several times. Furthermore, a study by Gonulal (2019) in the Turkish context involving 97 participants from different countries and disciplines revealed that the participants showed positive attitudes regarding the flexible learning offered by *Instagram*.

Furthermore, related to the participants' positive attitudes toward the uses of *Instagram* specifically to learn English pronunciation, similar findings were also reported in previous studies within and outside Indonesia (Erarslan, 2019; Erikson et al., 2021; Jamilumkillah & Miftakh, 2016). A qualitative study by Jamilumkillah and Miftakh (2016) in Indonesia revealed that *Instagram* improved their participants' pronunciation ability by repeating pronunciation videos on *Instagram*. However, besides watching the videos and repeating the pronunciation, there seemed also to be an interactive way to improve pronunciation using *Instagram* involving teachers and students. Erikson et al. (2021) suggested that teachers could post videos to practice pronunciation on *Instagram* and ask learners to imitate and post them as well. Additionally, the same results came from a study by Erarslan (2019) in the Turkish context. The study found that *Instagram* had positively improved the participants' pronunciation skills. The alignment between the present study and previous studies may suggest that *Instagram* could offer a positive impact on the participants' pronunciation performance.

In this study, as the findings suggested, the participants reported they got motivated and encouraged to spend more time to learn speaking in English using *Instagram*. Similarly, a study by Devi et al. (2020) also found that 90.9% of her participants reported that they enjoyed spending time practising English outside the classroom such as through social media such as *Instagram*. They reported that they preferred a different learning atmosphere from that in regular language classrooms. In this case, due to its popularity among young generations, *Instagram* seemed to be one of the strategic learning platforms. Aligned with the present study, an action research study by Azlan et al. (2019) in the Malaysian context concluded that *Instagram* had a positive impact on the participants' self-confidence to speak in English and also motivated them to become fluent English speakers.

One of the possible factors that could motivate the participants to use *Instagram* as a tool to speak in English was that *Instagram* could facilitate hesitant and shy learners. A classroom action research by Nurhikmah (2021) in the Indonesian context found that *Instagram* could provide a different atmosphere to learners who were reluctant to practice speaking and it positively affected their speaking motivation. Furthermore, a survey-

based quantitative study by Mitu (2020) in the Indian context, involving 100 L2 teachers of English suggested that using *Instagram* to learn to speak in English could improve learners' learning motivation because *Instagram* could provide a 'psychologically safe' environment for learners' trial and errors in practising speaking. As mentioned by Handayani (2016), *Instagram* could facilitate those who were shy to speak in front of people but did not hesitate to do so through social media like *Instagram*. The results of the study by Devi et al. (2020) also suggested that by using *Instagram*, learners could comfortably manage themselves to interact with other people using English since they felt more relaxed. Furthermore, a case study research conducted by Rahmah (2018) involving participants majoring in English reported that the participants who were shy learners used *Instagram* to practice speaking to get prepared before speaking with people in real life. Additionally, similar findings came from a mixed-method study in Turkey by Gonulal (2019) involving 97 participants from several different countries and disciplines. This study reported that English language activities on *Instagram* positively influenced the participants' motivation to study English since it was considered enjoyable and could be accessed whenever they desired. Previous studies in Ukraine and Thailand investigating the use of *Facebook* also reported that participants who were shy to speak in the classroom did not hesitate to contribute to group discussions using *Facebook* (Mykytiuk et al., 2022; Wongsu & Son, 2022). These aforementioned findings suggested that social media including *Facebook* and *Instagram* could encourage shy learners to be confident to speak in English.

Despite the aforementioned discussion on the perceived positive impacts of *Instagram* on learners' speaking and their learning motivation, the participants of the present study seemed to be not as motivated to use *Instagram* for English speaking as they positively considered the platform good for practising it. This could be attributed to the popularity and the features of the platform that may act as a 'double-sided coin'. Learners may be familiar with it and all of its features; nevertheless, they may way more often use it for entertainment purposes than for educational purposes. In other words, there is a high chance that learners would use *Instagram* solely for entertainment purposes unless teachers channelled learners' familiarity with the platform for learning through class instruction.

That being said, learners' positive attitudes towards *Instagram* to learn to speak in the present study could be channelled through appropriate instructional activities. As suggested by Rakhmanina and Yuneva (2018), activities using *Instagram* such as pronunciation role plays can be used. Syahida et al. (2022) suggested telling experience activities as it was found to have significantly improved learners' speaking ability in their study. Another possible activity is for teachers to record an example of class materials on *Instagram*. For example, when teachers teach about daily routines, besides explaining the theory in the classroom, teachers can record an example and post it through *Instagram feed, story, Reels* or *IGTV* and share the link with the class. Furthermore, teachers can ask learners to record their own videos talking about their daily routines as well. Additionally, since *Instagram* allows for flexible learning and enjoyable learning, learners may take their time to explore, practice, also be creative in this video-making.

CONCLUSION

This study surveyed 102 non-English major learners from various regions in Indonesia. It found that the participants generally had positive attitudes towards *Instagram*

as a platform to learn English speaking. They considered the platform supporting learning with all the features it offers. They also agreed that learning to speak through it was motivating and interesting. Nonetheless, they seemed to be less motivated to use Instagram for learning purposes despite their seemingly uniform positive attitudes towards *Instagram* as a good learning platform. These rather ambivalent results may lend an explanation for the popularity of *Instagram* among learners as an entertainment platform. In this case, teachers are encouraged to capitalise on this popularity by 'bringing' *Instagram* into their L2 classrooms to ensure more optimal uses of the platform for L2 learning, especially speaking in this respect.

The following are the possible limitations of this study. The first is related to a limited number of participants, only 102, who despite being from different regions, were mainly concentrated in Java Island. This makes the results of this study lack generalizability in the Indonesian context. That being said, however, this quantitative study serves to provide an 'eagle-eyed' view of Indonesian non-English major learners' attitudes towards *Instagram* as a platform to learn English speaking, which future researchers could use to plan more comprehensive studies. Moreover, studies about the uses of Instagram have thus far been overwhelmingly conducted in Indonesia and far fewer studies in the field were conducted outside Indonesia (eg: Al-Garawi, 2012; Aloraini, 2018; Gonulal, 2019; Mitu, 2020; Rajani & Chalak, 2021). Consequently, the comparisons between the findings of the present study and those of the previous studies outside Indonesia were fairly limited.

Informed by the findings and the limitations of this study, several recommendations for future studies can be suggested. Future studies could involve a larger number of participants to generate more generalizable data. Considering the popularity of Instagram in the world among young generations and the scarcity of ELT studies on Instagram outside Indonesia, ELT researchers outside Indonesia are also encouraged to conduct studies on this platform and involve L2 learners who are also users of the platform.

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