

**THE USE OF INSTAGRAM AS MOBILE LEARNING TO
SUPPORT ENGLISH COGNITIVE LEARNING PROCESS**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



By:

Mery Manaroinsong

13322005

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
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APPROVAL SHEET

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13322005



Approved on December 15th, 2018

By:

Supervisor

A handwritten signature in black ink, appearing to read 'Rizki', is written over the printed name.

Rizki Farani, S.Pd., M. Pd

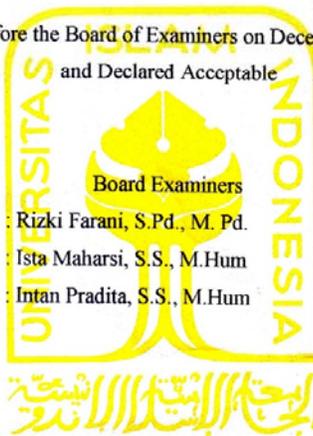
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RATIFICATION SHEET
THE USE OF INSTAGRAM AS MOBILE LEARNING TO SUPPORT
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By:
MERY MANAROINSONG
13322005

Defended before the Board of Examiners on December 15th, 2018
and Declared Acceptable

Chairperson	: Rizki Farani, S.Pd., M. Pd.
First Examiner	: Ista Maharsi, S.S., M.Hum
Second Examiner	: Intan Pradita, S.S., M.Hum



Rizki
Ista
Intan

Yogyakarta, 15th of December 2018
Faculty of Psychology and Socio-Cultural Sciences
Islamic University of Indonesia



STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 15th of January 2018



Mery Manaroinsong

13322005

MOTTO

“Hal jazaa ‘ul ihsaani illal ihsaan”

**“The Reward of Kindness shall be nothing but kindness”
(Q.S Ar-rahmaan:60)**

DEDICATION

Alhamdulillah, all the praises belong to Allah *Subhanahu wa ta'ala* which has given me this achievement of life. I dedicate this thesis to dear Me, dear my self, thanks for being consistant and keep holding on to finish this thesis. For you;

- ❖ My beloved husband (Vicky Zulfikar Kasim), my beloved sons (Kirom) and (Qoyyim), who always support me in everybreath through their each ways. May Allah protect them always and bless them in every second of their life with all kindness. My aba (Eddy Manaroinson), My mama (Halimah Kiay Demak), My mother in law (Marni Danial), this is for you all. I am very thank for all your unaccountable give away, prayers, and supports. May Allah protect you all always and reward you with kindness in your life, in this world and hereafter.
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Viviniva Kasim, Venly Kasim, Vazri Kasim, thank you so much your each way in motivating me all this time).

The Author realizes that there still many weakness of this thesis and still far from the perfection. However, the Author hopes that this thesis could provide meaningful benefits to the readers and can be useful for English learning process in PBI UII. Therefore, any suggestions, criticism, and input for the improvement of this thesis are very needed and will be greatly accepted by the Author.

Yogyakarta, 15th of December 2018

MERY MANAROINSONG

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13322005

ABSTRACT

This research is conducted to describe the use of Instagram as mobile learning to support English cognitive learning process. The researcher involved two participants from non-English Language department who were selected through purposive sampling based on some requirements and categories. This research was examined by using qualitative method in informal setting. To collect the data, the researcher use interview transcripts as the prime data source and the main instrument, followed by observation and documentation as the data supporter which were needed for triangulation. Based on data finding, analysis, and interpretation, this research result shows that non English Department Students can use Instagram for mobile learning to support their English cognitive learning process by doing some actions on their Instagram account. Those actions are; searching and following the educational accounts and also do activities such as reading, listening, and creating Instagram posts in English language.

Keyw ords: *Instagram, Mobile Learning, Cognitive Learning, English Language*

CHAPTER 1

INTRODUCTION

1.1. Background of the study

Nowadays, the use of mobile technology provides important influence in society. It is widely used by people with the diverse rationale, including the usage for space of informal learning (Viberg, 2015). People have supported by technology to ease them to learn anything, including language learning. The one of supporting part of technology is social media. According to Dewing (2010), social media is a kind of large range of internet-based and mobile services which make the users can be involved in online exchanges, give contribution on user-created content, and gather in online communities. In Indonesia, social media such as Instagram has becomes one of the popular social media among the young peoples for gaining the information (Djumrianti, as cited in Hassan and Sharma, 2019). They have spent more time on their social media including Instagram to keep in touch virtually with others (Brenner, in Herring and Kapidjic, 2015 as cited in Kerr, et al., 2019). However, they are only recognise Instagram as mobile application and a social media for sharing activities or saving photos and videos, commenting to other posts, send messages, or share instastories, while they do not know yet about the possibility of this one social media use for language learning, especially English learning. Moreover, for the non-English Department students, they have very limited time to learn English in the classroom. Hence, there are some students choose Instagram as a mobile learning to support their English cognitive learning process. In the research field, there are many researches and studies have examined

the integration of social media and language learning in the informal and formal education setting. For the examples “The Role of Social Networking Sites for Language Learning in UK Higher Education: The views of learners and practitioners.” conducted by Brick (2012) to appraise SNSs (Social Networking Sites) potentiality for UK Higher Education sector in language learning. This research provides motivation to the participants through reward. The improvement and activity of peer review are rewarded. There is outcome of two little projects created to get participants opinion about SNSs for the Higher Education context. The first project is taken 15 practitioners as the participants. They passed approximately 3 hour using a kind of SNSs called Busuu, which offer free registration. In Busuu, the participants are allowed to access 9 kind of languages. The second project is dealing with 14 students as participant. They are undergraduate learners who have diversity in background of their mother tongues. The learners use Busuu for German language learning as long as 3 months. The outcomes report that practitioners more positive toward Busuu application instead the learners.

Faizi et al., (2014) also did study about “Social Media: An Optimal Virtual Environment for Learning Foreign Languages.” This is an experiment research which examines students’ perceptions and attitudes towards the use of social media for foreign language learning. By using an online questionnaire as the research instrument, the researchers get 720 participants who are the students from different institutions of Mohammed V Souissi University in Marocco. Besides, in order to increase participant foreign language skill. This research examines the possibility

of using social media. The data shown that Facebook, Google+, and Twitter as the most popular social media. Listening is the prime language which has progress of development. Among all surveyed participants, there are 42% provide statement that the seem skill is Listening. However, all of surveyed students agree that social media give a contribution in improving the four language skills (Listening, Speaking, Reading, and Writing). Meanwhile, 91% of those participants stated that online learning activity through social communities is not adequate. Hence, classroom based learning activity is also need to be applied beside online. In conclusion, the study result is that the most of the students who were surveyed claimed that their four language skills were improved through the use of the internet based applications. Based on that result, the researcher stated that there is ability of social media tools for the enrichment of language learning experience.

Another study from Alnujaidi (2016) examined “Social Network Sites Effectiveness from EFL Students’ Viewpoints.” through involving of 103 participants in Saudi Arabia to a survey. The participants are taken from diverse higher education. This research examines the relationship among students attitudes, experience, perceptions, and also students expectations on the SNSs (Social Network Sites) effectiveness for English learning. The outcome shown that the participants experience in SNSs (Social Network Sites) is average. The most participant enthusiastically show their confidence to learn language using SNSs (Social Network Sites). The research found that EFL students in Saudi higher education institution have positive attitudes, perceptions, and expectation toward Social Network Site (SNS). However, there is no important relationship between the

experience with perceptions. Furthermore, the researcher suggests the consideration of SNS in EFL learning for the further research. In addition, this study uses quantitative approach. For the research in the future, the researcher suggests to use qualitative approach in order to explicate further this issue.

From the studies above, it can be concluded that social media is not only used for social need but it is also provide space to the user to take its benefits for foreign language learning. This study aims to investigate the use of Instagram as mobile learning to support cognitive English learning process. The reason of choosing this title is because non English Department students have a very limited time in English learning since they have only once time for English subject in a week. They are only familiar with Instagram as the media for sharing video and photos. They do not mind yet that Instagram can be used as mobile learning to support cognitive English learning process. This study will investigate the use of Instagram as mobile learning to support English cognitive learning process.

1.2 Identification of the Problem

Non English Department students have the limited time and schedule for English learning. Hence, some of them choose to use Instagram as mobile learning to support English cognitive learning process.

1.3 Limitation of the Problem

This research will only concerned and focused to the discussion about the use of Instagram as mobile learning to support English cognitive learning process.

1.4 Formulation of the Problem

How are the use of Instagram as mobile learning to support English cognitive learning process?

1.5 Objectives of the Study

The objective of this study is to investigate how the use of Instagram as mobile learning to support English cognitive learning process.

1.6 Significance of the Study

The significance of this study are;

a. For the students

This study provides new perspective to students about the use of social media and mobile application (Instagram) for English learning process.

b. For the researcher

This study provides the researcher more knowledge and experience on examining the research about English learning by using technology (Instagram application).

c. For the lecturer

This study can be considered as the addition of reference on examining the next research with the same topic.

d. For English Education Department

This research can be considered as the reference on establishing the fun teaching and enjoyable English learning by using Instagram application

CHAPTER 2

LITERATURE REVIEW

2.1. Cognitive Learning Process

The first theory is taken from Lindsay and Norman (1972) who argue that, there is a mental process happens when the learners or students received any information or learn something new. The new information is processed in cognitive device and further become a form of perception. Perception is a process of interpretation toward the input received by human sensory to create a valuable experience. On the other word, human sensory accepts a display, then the stimuli or impression is managed to become a meaningful experience (Lindsay and Norman, 1977 as cited in Pickens, 2005). Another definition stated by Robbins (2001), that perception is an interpretation process of sensory impressions which have received from the environment. Moreover, he also argues that perception depends on the attitude of the individual. Individuals have different attitudes and style in capturing certain event or observe a situation. There are four stages of the formulation process of perception follow. The stages are stimulation, registration, organization, and interpretation. In perception establishment process, there is also a thing which play important role. That thing is the awareness and acceptance of a person to the stimuli (Lindsay and Norman, 1977 as cited in Pickens, 2005). However, several factors can affects someone's perception. Those are the perceiver, the object, and the situation.

In cognitive learning process, Lindsay and Norman (1972) elaborate some processes that happen to the learner's cognitive device. Two of the processes are bellow;

a). Learning and awareness

There is an assumption that students can occur the learning without awareness. Eventhough indeed, in the process of learning, each students are aware for learning. However, there is one factor that influences the awareness. That is a possibility to forget something which has learned or knowledge that has been gained.

c). Learning by experimentation

Experimentation is role as the indispensable aspect in students or learner intellectual development. There are relationships among the action, learning environment, to outcomes of learning. When students do an experiment of learning, they will discover how the action can affect the environment. Moreover, they are sometimes modifie the action to see about the differences and simmlarities of the outcomes or the result caused by the different action they create.

The rationale of using the elaboration theory of perception and cognitive learning process outlined by Lindsay and Norman (1972) above as the basic theory in this study is since this research involves the use of Instagram. This research seeks to examine how the use of Instagram as mobile learning for English cognitive learning process. Thus, the theories above are appropriate. By reviewing the theory of cognitive learning process outlined by Lindsay and Norman (1972), we can see and conclude that there will be different perspective happen in each students mental

when students learn something. It depends on the awareness of the students. Besides, the perspective is also based on each student's action and depends on the condition or situation of environment they face.

2.2 Instagram as Mobile Learning

The learning activity has been supported by mobile technology since students need any tools that allow them to continue the learning process which is very limited in the classroom. The supporting of mobile technology makes students more flexible in learning and becomes more helped in the process of learning. One kind of example of learning which makes students more flexible is mobile learning that offered by mobile device. Mobile device is a tool which can help students in the obtaining of more input of learning. It also provides students the option to decide the appropriate time and space to learn. Hulme and Traxler (2005) view mobile device as a tool which can be used for skill acquisition. According to Krashen (1982), students prefer to continue their daily life activities rather than they have to enter the classroom for learning. Smartphones are the one powerful computers capable of guiding learning activities since people allowed to download many mobile applications, for example the language translator, the online dictionary, and the other of mobile application such as Instagram.

Instagram is the one of mobile application which quite popular in the young people recent days. Students can get knowledge about the new issues which happen outside the classroom. Instagram can become an appropriate medium for English learning process (Handayani, 2015). Internet and mobile service have created new possibilities for learning. Such as a statement of Robert et al (2002) that technology

can be used for formal and informal learning in all level education across the boundaries of time and location. Moreover, the prediction of Callison (1993) as cited in Robert et al (2002) that in the future, learners will use technology as one media of learning which can be accessed all day long. It has been proven. Nowadays, people can access internet 24 hours a day. Learning by using instagram application will lengthen the time period of learning. According to Traxler and Hulme (2005), when there is any device with its ability in combining the several communication and storage on one portable device, this condition could be seen by the educators as the opportunity to explore those devices to become useful for teaching and learning. Moreover, mobile device use is seen as the interesting instead the laborious (Khan and Ally, 2015)

2.2.1 The Implementation of Mobile Learning

According to Sharples and Pea (2018), Mobile learning activities involve the use of wireless handheld devices, which make learning can occur anywhere, whether in the classroom or outside the classroom wall. Moreover, learning can be implemented with or without the guidance of the teacher or instructor. The implementation of mobile learning allows students learning outside the classroom (Sharples and Pea, 2018). In the practice of mobile learning, there is Discursive learning that support interaction and discourse for mobile learners or students who not be able meet their teacher, instructor, or tutor (Hulme and Traxler, 2005).

2.2.2 The advantages of Mobile Learning implementation

Mobile learning has several benefits for learning process. According to McQuiggan et al., (2015), those several advantages are noted as follow; the first benefits is mobile learning provide students ability to learn on the go. Mobile learning offers the opportunity to learn on the go means that students or learners can learn with not have to always sitting in the classroom. Learning can occur in many places and any time. Second, there is reach underserved students and classroom. Since mobile learning involves the mobile device, mobile device give the excellent tools with a reachable price for students and schools. Besides, mobile learning implementation can help students to improve higher-order thinking skills. Higher-order thinking skill is the one of four 21st century skills which are very indenspensable to be mastered by the students. Through applying the mobile learning activities, students thinking skill will be explored and improved. Mobile learning also support alternative learning environment. The alternative learning environment is necessary and needed by the teacher or instructor of learning to maximize the pedagogy. Mobile learning can be used as the alternative one for the better achievement in learning. The other benefit is mobile device enable personalized learning. Mobile device allows students in personalized learning environment. Thus, the teacher is become easy to find the clever students. the last benefit is mobile learning is motivate students. Students usually more engaged and interested when the teacher allow them to use their smartphones or mobile device in learning process. Students will be more excited in the learning process.

2.2.3 The challenges of Mobile Learning implementation

Besides the benefits are served by mobile learning, there are also several challenges when mobile learning are implemented. McQuiggan et al., (2015) argue that several challenges in the implementation of mobile learning are a). differentiated access to devices and internet. It means that sometimes there is difficulties faced by students or school in accessing the internet. It can be caused by cost factor. b). the use of mobile device in learning are must be monitored. In others, prevailing attitudes and prejudices against using technology for instruction is also can happen. c).the way in which the devices are implemented. The way of students or tutors use the mobile device is important because it will provide impacts to the effectiveness of learning. The success use of mobile device is not only about how the tools used in learning but how the way of students in order to use it smartly for the learning process.

2.3 Second Language Acquisition

The last theory comes from Lightbown and Spada (2006) who explain how second languages are learned. According to Lightbown and Spada (2006), Second Language Acquisition (SLA) is viewed as the building up of knowledge that can eventually be called on automatically for speaking and understanding. In the second language learning, there are some factors which can affect the language learning. The factors which need to be considered in second language learning are the learner characteristic and experience, the environment of social and cultures, the structure of native and target language of students, and the opportunities of students to interact with the target language speaker. There are four perspectives which noted

to explain the theories of second language acquisition. The four perspectives are come from behaviourism, innatist, cognitivist/developmental, and the sociocultural perspectives. The understanding about second language acquisition is important for the language learners and the language teacher to a better understanding for the responsibilities in learning.

2.3.1 Cognitive Process in Second Language Acquisition

In the process of language learning, students need to use the cognitive resource in order to process the information related to the language which they seeks to understand. It is because there is a close relationship between students cognitive development and their language acquisition (Slobin, 1973 as cited in Lightbown and Spada, 2006). In information processing, practice involves cognitive effort on the part of the learner, but it need not necessarily be available for the learner's introspection. It can occur below the level of awareness (Lightbown and Spada, 2006).

The use of cognitive resource to process the information is can be done by paying attention to the aspect of target language (Segalowitz, 2003 as cited in Lightbown and Spada, 2006). They argue that when second language learner do practice and create experience, the new information will be easily to be processed. Moreover, students will have speed access to the information processed through the practice and experience. However, Information processing theories note that anything that uses up our mental "processing space", even if we are not aware of it or attending to it 'on purpose', can contribute to learning. There are two kinds of learning can be choosed when students seeks to learn second language. The first

option is non-instructional setting, when students learn new language or target language without instruction, and the other one is classroom setting, where students learn the target language with instructional design. The each setting have each different quality. The difference of quality found between natural setting and instructional setting. According to Lightbown and Spada (2006), most successful learners have had exposure to the language outside the classroom because its belief that it is more effective.

2.3.2 Incidental Learning in Second Language Acquisition

According to Doughty and Long (2003), Incidental learning is defined as learn something when we do one activity. In second language acquisition context, students learn one structure when she/he learn another structure. Marsick and Watkins (2001), argue that incidental learning is a kind of learning which categorized from informal learning that allows students to fully control the learning process. Incidental learning is defined as a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning (Marsick and Watkins, 2001). Rebuschat and Williams (2011), as cited in Denhovska, et al., (2016) defines incidental learning as the condition of learning when students is not aware that they are accepting training, that will be followed by a test phase, and where participants are asked to understand the meaning of sentential stimuli without receiving feedback on their performance. According to Robert et al., (2015), the type of incidental learning is various. It can happen when students do any activities

outside classroom or any places, even when students just observe things happen on around.

From the elaboration of theories above, we can conclude that the philosopher view that the second language or target language can be acquired more effectively outside the classroom. Moreover, there is technology which can be used as a supporting part in second language learning outside the classrooms.

2.4 Review on Relevant Studies

There are some empirical researches examine the use of Instagram for English language learning. The first study is case study about Instagram which conducted By Lillia et al., (2016) in her study “Mobile Technologies in Teaching English as A Foreign Language in Higher Education: A Case Study of Using Mobile Application Instagram.” This research examined a case study of using Instagram application in teaching EFL (English as Foreign Language). This study deals with 50 advanced level students in Kazan Federal University in Russia. The researcher aims to determine students’ perception of the educational value of Mobile Assisted Language Learning (MALL) activities and to find out if the mobile application of Instagram can improve students’ listening comprehension. This study uses mix method for data analyze. As the research instrument, the researcher did a survey which started with the pre-test to assess the students listening skill. The result of this study shown that mobile application of Instagram can be used as a media to create an effective learning EFL by the advanced level students. This study is shown the result that the main skill that improved through mobile application Instagram is listening comprehension skill, in specific, the ability to understand opinions and

specific information. In addition, there are many students as a respondents of this study stated that there is possibility to learn English language with mobile application Instagram 'anytime and anyplace'. Based on that result, the researcher conclude that mobile application Instagram could be utilized as an online educational environment to support and enhance learning EFL. The academic achievement of students of Kazan Federal University in listening comprehension have revealed through the pre and post test data analysis.

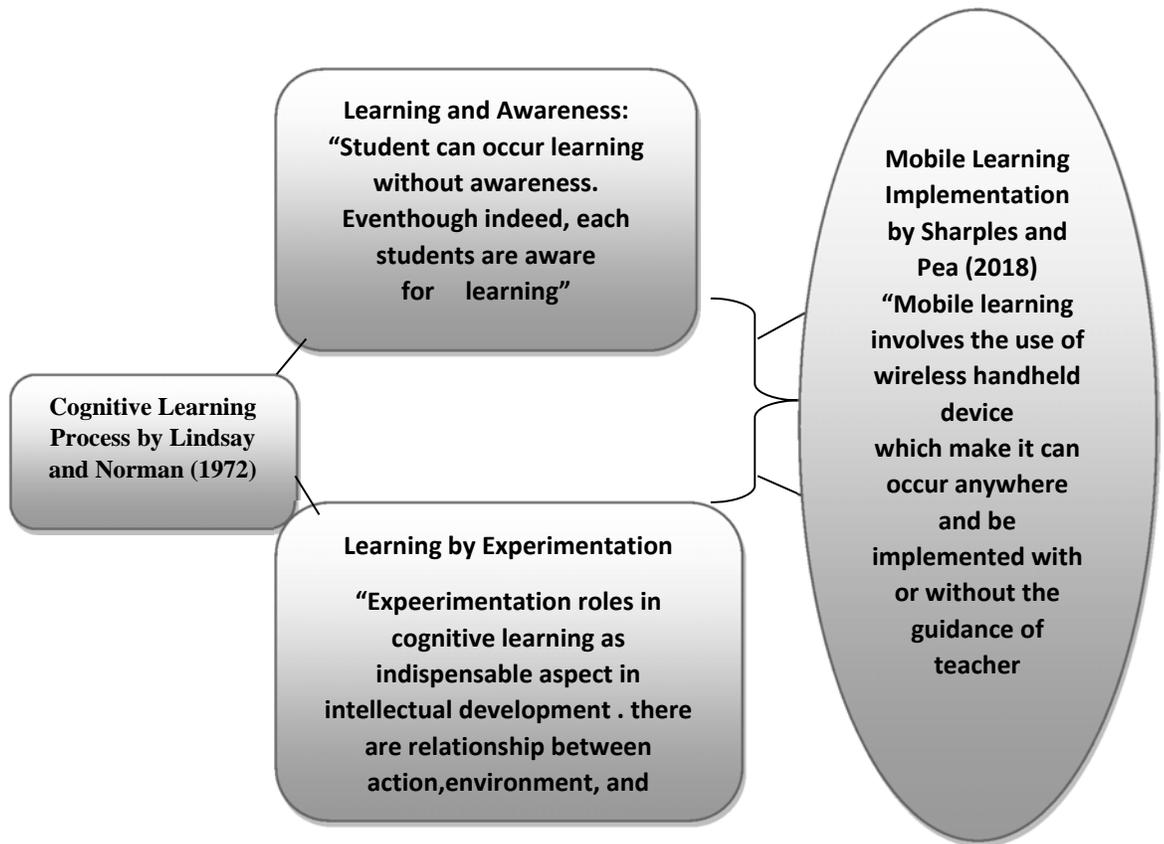
Still in the same research topic, Akhiar et al., (2017) with their research "Students' Perceptions and Attitudes Towards the Use of Instagram in English Language Writing" deals with 101 University students in Malaysia to get their perceptions and attitudes towards the use of Instagram in English language writing. As the methodology of this research, researchers pull the participants to join a descriptive English essay writing activity on Instagram. The participants were asked to answer a questionnaire with 25 questions, which consist of 20 closed-ended questions and five open-ended questions related to Instagram use for English language learning. Moreover, there is also group discussions prepared for the respondents to elaborate the open-ended items. The researcher have done two way of analysis, analysed quantitatively for closed-items, and qualitative and quantitative analyse for the open-ended items. The result of this research is shown that students (participants) have high positive perceptions and views towards using Instagram in their writing skills improvement. However, their attitudes towards Instagram use are moderate.

Based on the results and findings in previous studies, it shows that the studies about the mobile application of social media Instagram already used in English learning process and it provides the positive contribution in the research field. However, very less research which examine how Instagram can be used by the non-English Department students who have limited time for English learning. Refers to some datas in previous research finding, several number of researches and studies displays the possitive results about the use of Instagram in English language learning. Hence, the researcher consider to continue the study which will analyse the use of Instagram as mobile learning to support English cognitive learning process.

2.4 Theoretical Framework

This research would like to use these theories bellow as the foundation of this study to answer the questions of this research. This research will investigate the use of Instagram as Mobile Learning to support English cognitive learning process by using Lindsay and Norman (1972) theory of perception and cognitive learning process, and theory of mobile learning by Sharples and Pea (2018). The elaboration of theories is shown in framework as bellow;

**THE USE OF INSTAGRAM AS MOBILE LEARNING
TO SUPPORT ENGLISH COGNITIVE LEARNING**



Explanation :

Cognitive learning process consists of two processes, those are 1).Learning and Awareness and 2).Learning by experimentation. These two processes of cognitive learning can occur when students has learning awareness to learn and do experimentation or actions related to English cognitive learning by using Instagram. Mobile learning occurs when students learn something and involves the use of software and hardware such as mobile application Instagram. When students use Instagram to learn something, it means that there is mobile learning implemetation done by students. Mobile learning by using Instagram can support students English cognitive learning process.

2.4 Definition of Key Terms

The key terms of this research title “The Use of Instagram as Mobile Learning to Support English Cognitive Learning Process” are Instagram, Mobile Learning, and Cognitive Learning. The explanation for each of them are as follow:

Instagram

Instagram is one kind of mobile application and social media which offer some features that allows users to share photos and videos and allows the users build up the inteaction with other users.

Mobile Learning

Mobile learning is the kind of learning that allows students or learners to create a flexible learning activities.

Cognitive Learning

Cognitive learning is the process of learning which involve the effort in students cognitive device.

CHAPTER 3

RESEARCH METHOD

3.1. Research Design

Research design is the kind of strategy used by the researcher in conducting of this study. This research present the identification and analysis of a phenomenon related to English cognitive learning process through the implementation of mobile learning by using Instagram application.

This research focused on the use of Instagram as mobile learning to support English cognitive learning process. This research is applying qualitative design study which use observation, interview, and informal setting documentation to answer the question of this research. In this research, the researcher investigate the participants experiences, attitudes, impression, and perceptions toward the use of Instagram application as mobile learning to support their English cognitive learning process.

3.2. Data Preparation

In the data preparation of this research, researcher elaborate several aspects which have to be prepared before doing the data collection. Those several aspects are the participants as the subjects of the research, the type of data, and the sources of data.

3.2.1 Participants of Research

The first preparation to gain the data for this research is selecting the participants. Participants are the persons who will be examined by the researcher and as the important contributor in this research. In gaining the participants, the researcher select the appropriate account of Instagram users for become the participants for this study. The researcher use a sampling techniques. The sampling techniques which is used by the researcher to explore is by using purposive sampling. In this current subchapter, there are some steps passed by researcher in beginning the data preparation. The first step is researcher prepares the participants who appropriate with cattergories used for chosing participants. There are two EFL learners choosed as the participants in this research. Both participant are females that have choosen by using purposive sampling as mentioned earlier. The participants are chosen based on some cattergories of participant that have established. The cattergories are that; 1). The participants are the active users of Instagram, who already use Instagram as long as minimum 6 months, 2). The participants often use English caption for Instagram posts, 3). The participants are non English Department students.

The chosen participants have different backgrounds of education. The first participant (P1) is an International Relation Department student in Islamic University of Indonesia batch 2015, who have spent activity in Instagram since 2016. It means that she is appropriate account since the one of participants cattergories in this study are the active user or account minimum 6 months in Instagram. Based on researcher observation, She have posted published 67 posts in

Instagram. The posts are include photos and videos. There are 56 posts of all her posts using English caption, which means that Participant 1 is more frequently use English rather than her mother tounge or first language to write a caption.

The participant 2 (P2) is a Communication Science Department students, batch 2015 in Islamic University of Indonesia. She has been on Instagram since 2015. In her Instagram account, she already have posted 55 total posts consists of videos and photos. However, the most of her posts are photos rather than videos. In her posts, there are 22 posts with English caption.

3.2.2 Types of Data

The type of data in this research are collected from observation and interview. For data of observation, the researcher observe the video activities of participants Instagram account and also observe the screenshot of Instagram posts of the participants. Furthermore, for the data of interview, the researcher is doing in-depth interview with the participants. In addition, the video recording, audio recording, and some pictures (picture which contains some screenshoot of Instagram account and Instagram posts of the participants) are also important documentation which needed for additional source.

3.2.3 Source of Data

There are several source of data which can provide the necessary data searched by qualitative researcher. Those several data sources are comes from observation, interview, documentation, recording, etc. The source of data collected in this research is come from several step which involves two learners who gives

the needed information through observation, in-depth interview, and documentation. Beside that, the researcher is also doing an additional sources such as voice recording, screenshot of Instagram posts, etc.

3.3 Data Collecting Techniques

Data collecting techniques are the one important step in this research. There is two types of data gathered by the researcher in the data collecting techniques. The first type is primary data, it is the data which directly get by the researcher. The second type is secondary data, it is the data which indirectly get by the researcher.

3.3.1 In-depth Interview

The researcher use in-depth interview as one important part in the data collection. The rich data is gained by doing in-depth interview with the participants such as described in previous discussion. According to Dexter (1970), interviewing is the preferred tactic of data collection when it will get better data or more data or data at less cost than other tactic. In this stage, the researcher contact the two choosen participants to ask their agreement for determine the possible time to make interview with them. After the all aspect of agreement with the participant have finished, the researcher make interview with them by asking them some interview questions. During interview session, the researcher investigates participants' for gaining the certain datas which possible to answer the research question of this research. After the interview session have done, the data were found and ready to be analyzed by the researcher. For the interview questions, it can be seen as bellow;

Table 3.1

Interview Questions

Subject	construct	Conceptual definition	Theme	Questions
Instagram Participants	Cognitive Learning Process Lindsay and Norman (1972)	Students can occur the learning without awareness. Eventhough indeed, in the process of learning, each students are aware for learning.	Learning and Awareness	1). Could you tell me about your first process of starting to know Instagram and how do you use Instagram in your first time? 2). How the way you use IG in your daily?
		Experimentation role in cognitive learning as the indispensable aspect in students or learner intellectual development. There are relation among the action, learning environment, to outcomes of learning. When students do an experiment of learning, they will discover how the action affect the environment.	Learning by experimentation	3). How do you use Instagram for learning? 4). How do you use IG for experimentation of learning?
	Mobile learning by using Instagram (Sharples and Pea, 2018)	Mobile learning activities involve the use of wireless handheld devices, which make learning can occur anywhere, whether in the classroom or outside classroom	In the classroom, outside classroom	5). How do you use IG for your academic or non-academic things?

Learning can be implemented with or without the guidance of the teacher or instructor.	Mobile learning implementation	6). What is your impression when learning without instructions from lecturer by using Instagram?
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3.3.2 Observation

In this research, observation is also one of important techniques to collect the data. The researcher observe the activities of the participants in their Instagram account by using researchers account and also observe the video recording activities of the participants in their Instagram accounts which have been recorded by participants. The video recording activities is in the form of screen capture of video recording to ease researcher observe participant's attitudes and activities when they using Instagram. Before doing the observation, the researcher have allowed by the participant since they give agreement for be a participants for this research. Each participants record their Instagram activities in the form of video capture which will be observed by the researcher. There is no time setting for each video recording in order to obtain the natural data from the participants.

3.3.3 Document Analysis

In this research, documentation is as need for the additional data analysis of this research. The type of document which is needed for this research is visual document of participants. The visual document which gained by the researcher in this research consists of the screenshot or screen capture of participants' Instagram posts. This document is used as additional data for data analyse and used as completion for the main data gained by researcher earlier from interview session and observation.

3.4. Data Analysis

The analysis of datas collected for this research has several procedures which need to be done to answer the questions of this research. In this step, the researcher seeks to analyse all of datas collected to gather the information which will answer the question of this research. There are several aspect in data analysis which important to do. Those are data reduction, data display, and the last is conclusion drawing.

3.4.1 Data Reduction

In this sub chapter, the selecting and concerning process for the data assessment will be presented by the researcher. The researcher simplify and transform all datas that have gained from Interview, observation, and document analysis through this data reduction. It aims to make the complex datas become more simple and easier in the process of data analyse. The researcher is also need to turning back and focus on the question of this research that is about how the use of Instagram as mobile

learning to support English cognitive learning process. Furthermore, the certain datas which not related to the question research is not taken for the data analyse.

3.4.2 Data Display

In this research, the datas is displayed through some features such as some tables that contains the short notes and some of explanation texts. The advantages of use this data display is it can help the researcher to organise the data become more easier to be red and make the data become more focused for the need of last step, that is concusion drawing.

3.4.3 Conclusion Drawing

Conclusion drawing is the last step for the data collection after data reduction and data display done in this research. In this step, the researcher is begin to think and consider some variable which can be decided in creating the conclusion.

3.5. Trustworthiness

Trustworthiness in this research is established by the researcher by addressing the several criterion such as credibility analysis, transferability analysis, and dependability to make sure that the analysis of this research and findings were accurate.

3.5.1 Credibility Analysis

The credibility analysis is obtained by apply the process of triangulation. To gather the credibility of this research, the researcher apply the triangulation based on the multiples data sources (Interview, observation, and document analysis).

3.5.2 Transferability Analysis

The finding of this research is can be implemented by the reader or other person to the other or the same conditions, social phenomenon, or the kind of the subject. In this context, the result of this research are can be considered to be applied in English mobile learning.

3.5.3 Dependability Analysis

Dependability check of this research is done by doing discussion and supervision of data and finding with the expert. In this case, the supervisor is role as the expert who was assessing all the audit of whole process of this research done by researcher. The researcher was also checked the match among the data collection process, analysis of all datas, with the result and finding. The stability of data has been checked and consulted with the supervisor.

3.5.3 Conformability Analysis

Conformability analysis of this research is obtained through the virification of the findings. It is obtained from the participants statements which have been accurately typed on the complete audio recording of the interview section.

CHAPTER 4

RESEARCH FINDING AND DISCUSSIONS

4.1. Findings

The data acquired from three sources that consist of observation, interview and documentation were coding become certain code to support finding and discussion of this research. The data was elaborate bellow:

4.1.1. Interview

Interview which used by the researcher in this study was a kind of in-depth interview. The kind of interview questions was open-ended questions. The interview involves 2 participants from two different department. Participant 1 is from International Relation Department of Islamic University of Indonesia and Participant 2 is from Communication Science Department of Islamic University of Indonesia. These two participants were chosen through purposive sampling technique. The interview has been done and each participant has been interviewed in the same place and different times. In the interview, the researcher have tried to investigate the participant's activities and the experiences as long as being Instagram user. The researcher was also investigate about participant's impression on how do they use Instagram as mobile learning to support their English cognitive learning process. Generally, the participants shown that they have interest to Instagram because it can support their creativity. Moreover, Instagram can help to gain important information from any educative accounts, which help for classroom activity in one subject of lecture. The result of interview have analyzed based on

theory from Lindsay and Norman (1972) which contains some aspect of theory about cognitive learning process. The first aspect theory is Learning and Awareness , and the second aspect of theory is Learning by Experimentation. The excerpt from transcript of the interview could be seen in table 4.1 while the complete transcription is attached in appendix 2.

Table 4.1.1

Excerpt of Interview Transcript

Subject	Line	Transcription
I		Could you tell me about your first process of starting to know Instagram, how do you use Instagram in your first time?
R	1	When I first started using Instagram, actually, we know from friends, that thing which popular nowadays is using IG, so I downloaded it. After that, the first time I use IG that is certain to em ... I don't know anything yet, how to post and so on. but we know if we have started to find out, right? So there, the first time I posted, when I was high school student. So, I just like to follow my friends account, because we don't know if there exist the features about information already, we don't know yet, because at that time, we just post only, first. During high school, in my unstabil times, hehehe.
I		How do you use IG in your daily? Can be explained?
R	2	<p>actually there is a process first. Time before ... before it becomes as crowded as it is now, I just open instagram once or twice a week.</p> <p>That was the beginning time of Instagram. The 2014 period. Then when it's crowded, then all friends have used it, it is made.. what is it, the place to be like, share moments, replacing Facebook, like that, right? Give comments each other ... tagging, so ... there was no instastory ... at that time, there was only a normal post. then, when there is Instastory feature, then, I also use instastory as usual, right? However ... in the beginning</p>

		of two thousand and seventeen ... eh. End of two thousand and seventeen, I mean the beginning of two thousand and eighteen ... I have been reducing the use of Instagram. So, for example, I only upload content, indeed, if in the past any content can be uploaded, right? Now it really makes, yeah. Content that is really as needed only. like that. Because there are many who already use it, it is start to toxicing too, then instagram. *What is it*. Snapsto, *what is it*, the instastory is also like, if it is for me, like seeing what's not important, right? So, just use it for ... for example, what event or I finished completing what program, I share it.
I		How do you use IG for your academic or non-academic things?
R	3	For non-academics, I actually rarely post on Instagram. it's like ... *what is it* ... for example selfie or whatever, it is rarely. Because besides I am not as confident as that, I also like to show ... anything ... just the positive side. Don't want to be too routine, then my Instagram is crowded, it's become full such like a diary, like that, no ... like that. Then, I also... if any friend for example.. they asked to be followed, I followback in the past. For now, I'm more selective. like I followed what I really need. Like for example, following educational accounts, such as psychology studies, for example there is conference information or a problem with infographic-infographic, like that. Especially now that I and my friends are making an alternative media on Instagram, the name is @merajutjogja, which is... where we also concentrate on Instagram, right? It is the main mind. So, finally like I just having a circle.. a circle that contains.... giving educating. like that. it's not like me in the past, who wants to have lots of friends or what, right. it's not like that anymore.
I		What experiences have you got as long as using Instagram?
R	4	I become understand the information that flows so fast, then I know a lot, for example there ... for example ... there is a talk show here. sometimes, if we can't come there, we can see the instagram, the live streaming. like that, that in my opinion is a very useful feature. Especially before, if we watch the streaming, it mostly on youtube, right? or we have to click the link, complicated and spend internet quota, huh. Em, actually Instagram also consumes internet quota. However, it just like, the media feels not heavy. So, it's not like YouTube.

4.1.2 Observation

In this research, the observation was done by observing two videos from participants. The video is displaying participants' activities when use their Instagram account. There is no time setting required for the video to gain the data naturally. The video observations aims to see participants' attitudes toward their Instagram account. Data from the observation shows what kind of activities that they do during accessing their Instagram account and what kind of accounts or posts that have been followed by them on Instagram. In order to make the data become easier to be analyzed, the original and the screen capture of those video are retyped and can be seen in image 4.1.2 in appendix 3.

4.1.3 Document Analysis

The document were analyzed in this research is from two participants. The kind of documents is in the form of pictures screenshots which contains the participants' posts activities in their Instagram account. The document were analyzed indicates that mobile learning implementation by using Instagram application gave participants an advantages such as they were allowed to learn by experimentation through uploading their thoughts into Instagram posts.

4.1.4 Coding

In this sub chapter, there is coding system established to interpret the datas gained from the sources of all datas. The researcher create certain codes for the

evidence based on the theme used in this research. The displays of coding system which interpret all datas from interview, observation, and documentation are could be seen in Table 4.1.4

Table 4.1.4 Coding Systems

Data Sources	Coding Sample	Meaning
Interview	I/1/LBE/1	‘I’ (for Interview) means the data is gained from interview. ‘1’ for participant 1. ‘LBE’ is the theme, which is abbreviation from Learning by Experimentation. ‘1’ means it is from interview transcript line 1.
Document Analysis	DA/1/LBE/S1	‘DA’ (for Document Analysis) means the data is gained from screenshot in Instagram. ‘1’ means Participant 1. ‘LBE’ is the theme, which is abbreviation from Learning by Experimentation. ‘S1’ means screenshot 1 of post that has been uploaded by the participant in Instagram account.
Observation	O/1/LAA/8	‘O’ (for Observation) means the data is gained from observation. ‘1’ means the participant 1. ‘LAA’ is the theme, which is abbreviation from Learning and Awareness. ‘8’ means the second in the video of the participants activities in Instagram.

4.1.5 Thematizing

In this subchapter, the researcher elaborated the data into several categorizations which were revealed and confirmed the prefigured themes which were broken down into more specific subthemes to be practical. Thematizing is presented in table 4.2 bellow;

Table 4.2 Thematizing

No	Code	Theme	Component
1	LAA	Learning and awareness	Cognitive learning process
2	LBE	Learning by experimentation	
3	MLI	Mobile learning implementation	Mobile learning
4	TUSH	The use of software and hardware	

4.2. Discussion

This sub chapter contains the presentation of the researcher toward the datas of this research which have gained and being analyzed by researcher before. This current sub chapter will discuss and present about some datas analysis based on the theories used in this research. The theories are about cognitive learning process by Lindsay and Norman (1972) and Mobile learning theories from Sharples and Pea (2008). The data analysis based on theories above is elaborated bellow;

From the datas, the participants of this research who are non English Department Students use Instagram for mobile learning to support their English cognitive learning process by doing some actions on their Instagram account. Those actions are; searching and following the educational accounts. As could be seen on the observation videos, the first participants use column “search” to find out the international account which called @unitednations. When she is typing the name of that account, the other account @unitednationhumanright has come out on the column of searching suddenly. Furthermore, the participant 1 tap it to see that

accounts' posts. For this action, it related to the theory of Lindsay and Norman (1972) who argue that each students have awareness to learning. Beside, the participant 1 is doing reading activities (scanning reading) to the posts which using English explanations, also listening to the English post from the video of account @specialbooksbyspecialkids contains the two special kids have asked by someone about the definition of friend according to him. There is two activities occurred when the participant 1 that is she reads the English subtitle and also listening to the voice in English language. She give two tap, that indicates that she is understand about what have spoken and what have written on the video. After this research have done, the condition that experienced by participant 1 is quite the same with her condition during the research. The participant 1 is still write English writing under her photos. Although she write an English caption which is not as lenght as posts before, during this research. However, there is new experiment that she do. The participant 2 wrote a post in English language text followed by comment each other with English language in the column of comments of her post.



Meanwhile, participant 2 is also quite similar with participant 1. She is also searching for something to learn on her Instagram account but the accounts that she follow are not quite related with her program study. In the video observation, the participant 2 is also watching video but it is only the video about arts and she did not watching it as lenth the watching duration of participant 1. The participant 2 is also reading the English explanation of certain postings (infographic), also she is

writing in English caption for her posts before and after of this research. However, participant 2 in recent days do not often to post with English caption as much as earlier.



4.2.1 Learning and Awareness

In the process of learning, each students are aware for learning. The learning process is requiring the awareness of students in order to achieve the learning

purposes. (Lindsay and Norman, 1972). Some data gathered from interview (I/1/LAA/1, I/1/LAA/4, I/1/LAA/7, I/1/LAA/9, I/2/LAA/4, I/2/LAA/6, I/2/LAA/8, I/2/LAA/10) indicates that participants of this research have each awareness to learning. In their learning process, they have an initiative to learn something new. Those things can be seen through how they choose the step by step to find out the answer of their curiosity towards the new information served on their Instagram accounts. Their awareness of learning was shown when they took the initiative to follow educative accounts to gather the information which will give benefits and support to their learning process in certain course. Besides the awareness in learning, they also have a technology literacy. They are aware about how fast the technology is in spreading recent information. There is curiosity to download and try to join for use of the Instagram application. Moreover, the use of Instagram supports the participants to learn outside the classroom or continue the learning obtained in the classroom. However, the awareness of the participant is not only on the awareness to learn, but also has the awareness to use Instagram smartly to gain and share positive things. The sources of analysis above can be seen on the pieces of statement on the interview below, while the complete interview transcription can be seen on Appendix 2.

“...I don't know anything yet, how to post and so on. but we know if we start to find out, right?” (I/1/LAA/1)

“...I opened the information related to my study program. mostly, I'm following account @unitednation, the account about scholarships or whatever it. So, I am more often stalking.” (I/1/LAA/4)

“...related to academic is maybe.. as I told before, like following accounts related to my courses because if we want to, for example we want to know the information that happens is.. I mean that it is sometimes spread faster through Instagram. Or not. Because sometimes I'm turning on the

notifications for posts of an account that I like the most and if the account gives the most up to date information, I turn on the notification for those account's post.” (I/1/LAA/7)

“...there is information such as, there is an event where ever it, they do live streaming. there, we also get information.” (I/1/LAA/9)

“Because there are many who already use it, it (Instagram) is start to toxicing too, then instagram. *What is it*. Snapsto, *what is it*, the instastory is also like.. if it is for me, like seeing what's not important, right? So, just use it for ... for example, what event or I was finishing in completing certain program, I share it.” (I/2/LAA/4)

“...I followed what I really need. Like for example, following educational accounts, such as psychology studies, for example there is conference information or a problem with infographic-infographic, like that.” (I/2/LAA/6)

“...I become understand the information that flows so fast, then I become know a lot, for example there ... for example ... there is a talk show here.” (I/2/LAA/8)

“...now.. because I can filter, I already know which one have to follow, which one is not, which one should be left aside, which one should be discarded, Alhamdulillah, it is useful, for example, many accounts share information, educative information, announcements such as what competitions or studies, we can participate in,.. (I/2/LAA/10)

“...then for example there are people sharing news, then there is just hoax news, it has been notified via instagram and instastory too. we also become “oh, it turns out, this is a hoax!” so it should not be forwarded.” (I/2/LAA/10)

Moreover, the datas gathered from observation are also give support to the analysis above. For the more explanation, it is can be seen in the table 4.2.1 that contains the excerpt of observation note bellow, on table 4.2.1 while the complete form of observation note is can be seen on Appendix 3.

Table 4.2.1 Excerpt of Observation note O/1/LAA/8, O/1/LBA/217, O/2/LAA/9, O/2/LAA/47

Line	Observation Note	Theme	Coding
1 (00.08)	She is searching for Instagram account @unitednations which has been followed by her and she open it to see the posts.	Learning and Awareness	O/1/LAA/8

7 (02.17)	She is turning back to option “search” and typing to search account @fpciuii which has been followed by her, she is scrolling down the profile to see the posts.	Learning and Awareness	O/1/LB A/217
1. (00.09)	She tap icon “search” at the bottom and she is pushing on right the screen under column “search’ above to see the categories of display post offered.	Learning and awareness	O/2/LA A/9
4. (00.47)	She is turning back to categories option above and tap category “Science & Techology” in that option.	Learning and awareness	O/2/LA A/47

The note of O/1/LAA/8, O/1/LBA/217, O/2/LAA/9, O/2/LAA/47 above proves that the participants have awareness in the process of learning by using Instagram. It shows the participants attitude when they aware to the need of learning, they took an initiative to find out the new information by using the features available on Instagram account. For example, they use column ‘search’ on Instagram to explore the recent informations based on the categories on display for example the category of science and technology.

4.2.2 Learning by Experimentation

Experimentation role in cognitive learning as the indispensable aspect in students or learner intellectual development. There are relation among the action, learning environment, to outcomes of learning. When students do an experiment of learning, they will discover how the action affect the environment. Moreover, they are sometimes modifie the action to see the differences and simmlarities of the

outcomes or the result caused by the different action they create (Lindsay and Norman, 1972). Some data gathered from interview session (I/1/LBE/1, I/1/LBE/2, I/1/LBE/9, I/1/LBE/12, I/2/LBE/2, I/2/LBE/4, I/2/LBE/5, I/2/LBE/6, I/2/LBE/11) indicates that Instagram allows the learners to do some experiments with their posts and actions. The participants of this research have gained certain learning experience by doing experimentation on their Instagram accounts. The participants do some actions and modifies the actions they created to see the differences of the results. They are also discover how their attitude on Instagram can give certain affect toward the environment on Instagram. The environment in this context is mean the Instagram environment , which filled by the accounts which following them. Moreover, the data indicates that Instagram allows the participants to write English persuasive paragraphs they can create on the posts' caption. Instagram is also allows the participants to do reading activities when they read others' comments and posts' caption. In other side, the skill which obtained by the participants on Instagram is not only learning skill but also the social skill. However, from the data, the researcher found that the participants changed their time frequency in accessing Instagram become not as frequent as the earlier time when they use Instagram for the first time. The sources of analysis above can be seen on the pieces of statement of interview below;

“...thing which popular nowadays is using IG, so I downloaded it.”.
(I/1/LBE/1)

“...just post photos. then ... for now, I have started to rarely post, actually. Maybe more like to see other people's posts rather than post my own.”.
(I/1/LBE/2)

“...other experiences are maybe more like **social experience**,...”
(I/1/LBE/9)

“...**campaign about environment**, about **reducing plastic use**. so, **I joined that campaign**. Then, so, **I tag my friends**. then, **they also immediately carried out the campaign there**. So, I'm very happy there. “ (I/1/LBE/12)

“...**Post immediately**, At the first time.. it was like **looking around first**, how the way to use it..” (I/2/LBE/2)

“...**Give comments each other ... tagging**, the beginning of two thousand and eighteen ... I have been **reducing the use of Instagram**. So, for example, **I am only upload content, indeed, if in the past any content can be uploaded**, right? **Now**, it really makes, yeah. **Content which is really as needed only.....**” (I/2/LBE/4)

“...**I choose certain moment, then there is the story about that moment, I share.**” (I/2/LBE/5)

“.....especially now that **I and my friends are making an alternative media on Instagram**, the name is **@merawatjogja**, “ (I/2/LBE/6).

“...because **I already have my own self control, I already know which ones to filter out, so far so good**. Like that. Then, after **yesterday I was like detoxing ... ah I Don't want to open Instagram** ah. Like that. Had been **for one month**, then when it was opened, already. Just want to know as needed only.” (I/2/LBE/11)

Moreover, from observation notes, the researcher is also find some additional datas which support the datas gathered from Interview elaborated above. Those datas (O/1/LBE/14, O/1/LBE/24, O/1/LBE/45, O/1/LBE/59, O/1/LBE/132, O/2/LBE/19, O/2/LBE/30, O/2/LBE/57) shows that there are some experiences and experimentations of learning did by the participants on their Instagram accounts.

Line	Observation Note	Theme	Coding
2 (00.1 4)	She open the third post of @unitednations, she gave two tap for that post, and did scanning read to English caption of that post as long as four seconds from second 00.17 until second 00.21	Learning by experimentation	O/1/LBE/14

3 (00.24)	She open the first post of @unitednations, gave two tap for it, and she did scanning reading to English caption of that posts from the second 00.30 until second 00.35	Learning by experimentation	O/1/LBE /24
4 (00.45)	She is turning back to option “search” and tap account of @unitednationshumanrights which is not followed by her yet. She opened the first post of that account, she did scanning reading to English caption of that post from second 00.47 until second 00.55, and she gave two tap for that post.	Learning by experimentation	O/1/LBE /45
5 (00.59)	She open the fifth post of account @unitednationshumanrights, gave two tap and read the English caption with scanning reading, then she open the column of ‘comments’ to see others comments for that posts. At the second 01.10, she scrolling down to read the comments until second 01.21. The comments of that post she read are in English.	Learning by experimentation	O/1/LBE /59
6 (01.32)	She open the video of account @specialbooksbyspecialkids which not followed by her yet. She give two tap, and she read English subtitle of that video, she was also listening to the voice of video in English. Besides, there is also English caption under the video that she watch. In the second of 01.56 she tap that account, following that account, and she is scrolling down its profile for looking another posts of that account.	Learning by experimentation	O/1/LBE /132

Line	Note	Theme	Coding
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2. (00.19))	She tap the category option “ART” and scrolling down to see the posts about art.	Learning by experimentatio n	O/2/LBE/ 19
3. (00.30))	She open one art video posted by account @mylittlebasil.studio to see it without reading the English caption under that video completely.	Learning by experimentatio n	O/2/LBE/ 30
5. (00.57))	She tap the seventh post of science and technology category. She tap the account @Natgeomaps which post it and she tap to follow that account. She tap the first post of that account and read the English caption, and give two tap for that post.	Learning by experimentatio n	O/2/LBE/ 57

In addition, the datas from documentation are also support and prove the indication resulted from the datas of interview and observation elaborated above. All over datas from documentation indicates that the participants are mostly do the experimentation in their learning process by using Instagram. The experimentation that they created are sharing their thoughts or views about something through their caption of photos uploaded as their Instagram posts. In the sharing of their thoughts or views about something, they are mostly use English caption rather than their mother tounge or their first language. It indicates that the participants do experiment related to English writing learning that involve the effort of their cognitive to

produce the words in English. For the proof of those analysis and explanation above, the display of datas gathered from documentation are could be seen bellow, and attached on Appendix 4.

Subject	Line	Document	Theme	Code
Participant 1	Screen-shoot1	 <p>BEAT PLASTIC POLLUTION WORLD ENVIRONMENT DAY INDIA 2018 UN environment</p> <p>Disukai oleh retnoafifah, ari_305 dan 163 lainnya millaanisa Up to 5 million plastic bags are used every year. Indonesia, the second-largest contributor of plastic waste to the world's waters after China. However, 10,725 tons of plastic waste per day are going into one of Indonesia's beach.</p> <p>So, I suggest you to use single bag like this because with this process you will make the better world without plastic bag. And also, you can save the next generations from any dangerous thing that caused by the "stupid thing" that we did today. Like don't throw away the plastic waste in the ocean that can broke the ecosystem for fish etc.</p>	LBE	DA/1/LBE/1
Participant 1	Screenshoot 2	 <p>Disukai oleh ari_305, nabillafirda dan 126 lainnya millaanisa In my childhood, dolls became the thing that I liked the most. Wherever I go and no matter how I feel, dolls always been my favorite friend. At that time, I even cry and angry if anyone take the doll from me. Why? I dunno the reason.</p> <p>But now, I realize that dolls can do what we can't do. They know how to make peoples happy. They can make kids became happy and show their sweetest smile. With the simple thing, just play and be with their owner anytime. But right now, it seems that happy is expensive. It's not a reality, it's just out perspective. We can get our happiness easily. Do what we wanna do with the thing that we like the most. (people;pets;thing (something that you have)) and make a perfect life in our version.</p> <p>What is your happiness version? You know it ❤️</p>	LBE	DA/1/LBE/2

Participant 2	Screenshoot 3		LBE DA/2/LBE/3

Participant 2	screenshoot4		LBE DA/2/LBE/4

4.2.3 The use of Software and Hardware

Mobile learning activities involve the use of wireless handheld devices, which make learning can occur anywhere, whether in the classroom or outside the classroom (Sharples and Pea, 2018). Based on the datas gathered from interview session (I/1/TUSH/4, I/2/TUSH/1, I/2/TUSH/2, I/2/TUSH/3, I/2/TUSH/4,

I/2/TUSH/8, I/2/TUSH/9) indicates that the participants involve the use of their smartphones to open mobile application (Instagram) for knowing the recent informations. The Instagram is can be used by the participants outside classroom and has the flexible time and place to be accessed. Based on the data of interview (I/1/TUSH/8), it indicates participant view that Instagram is the light media and appropriate as mobile learning media because Instagram application is felt different with other application which felt like heavy to be used for mobile learning. If the participant access Instagram for listening and watching any live streaming in unconducive environment, the participant use the headset or earphone as additional hardware to be used.

“...every day, I just want to see hm.. snapgram, I open it just for a moment.” (I/1/TUSH/4)

“... I have been using IG for quite a long time,” (I/2/TUSH/1)

“...The application is still like, very simple, right? Yes, so I just playing.” (I/2/TUSH/2)

“...., I just open instagram once or twice a week.” (I/2/TUSH/3)

“...when there is Instastory feature, then, I also use instastory as usual.” (I/2/TUSH/4)

“...Instagram also consumes internet quota. However, it just like, the media feels not as heavy as youtube.” (I/2/TUSH/8)

“...if for example.. the noisy / noisy conditions around me, just use a headset, but if for example not, yes I don't use it.” (I/2/TUSH/9)

4.2.4 Mobile Learning Implementation

Moreover, Sharples and Pea (2018) state that mobile learning can be implemented with or without the guidance of the teacher or instructor. The implementation of mobile learning allows students learning beyond the classroom (Sharples and Pea, 2018). The datas gathered from interview (I/1/MLI/5, I/1/MLI/7,

I/2/MLI/8, and I/2/MLI/10) indicates that there is mobile learning implementation done by the participant in their Instagram account. Those data indicates that Instagram application is used by participant to continue the learning from the classroom and it is also become the media for lecturer to give students certain project for a certain course, which further Instagram was made as media to help lecture in determining of score for certain courses in the classroom. Based on the data, can be seen that participant use Instagram for certain course with the guidance or instruction from the lecturer before. Besides, the participants sometimes took an initiative to learn something through the live streaming or IG story of certain talk show on Instagram without instruction from lecturer or anyone. Moreover, Instagram is also can be used as the wall magazine which acessable to everyone, which give all various informations for the users. The use of Instagram is not only supporting participants' cognitive skill, but it is also support the creativity skill. For all analysis above, can be stated that Instagram is able to be a media of mobile learning implementation which support users to increase some skill. The proof of analysis above are could be seen on the pieces of statement on interview bellow;

“...there is one lecture subject that we have to post for example, we have to gain many likes for that post, so the score will be high..” (I/1/MLI/5)

“...we were required to post, for example post a poster. There is an Australian subject, right? at that time, there was an order to create a poster. There is information on the poster about Australia, we post it on Instagram, besides we tell people about what's famous in Australia, we also have things that related to the subject too.” (I/1/MLI/7)

“...there is a talk show here. sometimes, if we can't come there, we can see the instagram, the live streaming.” (I/2/MLI/8)

“...now Instagram is also a place like ... such a kind of.. wall magazine. Wall magazines that can be ... what ... are accessible to everyone and have a variety of colors, right? especially now why do people also like Instagram

because of visualization rather than the amount of writing, right? even though, we can write captions and so on. it's just that, in my opinion, then, **it can be able to hone the side of creativity**, if for example it is positive, **people now also like to make poems, make it like words, then upload, they can design it simply**, for example **through an application then directly can be sent to Instagram.**” (I/2/MLI/10)

“..... the engagement that we give to other person **is not only obtained in the class**, for example, we **open the IG story, there is person who share, about mental illness. Oh. We become more knowledgeable about that.**” (I/2/MLI/10)

In addition, the analysis above is also supported by one data from documentation that there is feature “Science and Technology” offered by Instagram on the display. In document analysis, it is quite indicates that Instagram application allows learners to learn something new through only tap the category of ‘Science & Technology’. Based on that indication, it proven that the use of Instagram have supported the participants to the cognitive learning process. For the proof, the screenshoot of the data is attached bellow;



CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

The study result is based on the data interpretation and discussion in previous chapter shows that the participants from non English Department Students are using Instagram for mobile learning to support their English cognitive learning process by doing some actions/experimentation or creating experiences on their Instagram account. Those actions are; searching and following the educational accounts or international accounts, reading the English posts or post comments in English language, watching or listening to videos with English subtitle or voices, and creating Instagram posts in English text. Beside the language skill, the other skill such as social skill, creativity skill, and technology literacy are also can be obtained by the users through the implementation of Instagram mobile learning. Finally, how benefit or not the Instagram for learning is, it is turned back on how the way of users to use it smartly as media of mobile learning. It is also depends on the awareness of each users to use Instagram as mobile learning to support their English cognitive learning process.

5.2. Suggestion

Based on the result of this research, the several recommendations is felt need to be presented. The first that, there is limitation of the participant who involved in this research, the researches in future are need to take participants in more large community or class for the sure finding. Second, there is also limitation on the

duration of observation video in this research, for the future research need to be length of duration in observation. The last is that, the next researcher who take this topic of mobile learning can choose the other application which more promising rather than Instagram to maximize the potential of the meaningful of English mobile learning outside the classroom.

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APPENDIX 1

INTERVIEW QUESTIONS

Subject	Construct	Conceptual Definition	Theme	Questions
Instagram Participants	Cognitive Learning Process	Students can occur the learning without awareness. Eventhough indeed, in the process of learning, each students are aware for learning.	Learning and Awareness	1). Could you tell me about your first process of starting to know Instagram and how do you use Instagram in your first time? 2). How the way you use IG in your daily?
		Experimentation role in cognitive learning as the indispensable aspect in students or learner intellectual development. There are relation among the action, learning environment, to outcomes of learning. When students do an experiment of learning, they will discover how the action affect the environment.	Learning by experimentation	3). What experiences have you got as long as using Instagram? 4). How much useful the Instagram is for your academic?
	Mobile learning by using Instagram	Mobile learning activities involve the use of wireless handheld devices, which make learning can occur anywhere, whether in the classroom or outside the classroom wall.	The use software & hardware	5). How do you use IG for your academic or non-academic things?
		Learning can be implemented with or without the guidance of the teacher or instructor.	Mobile learning implementation	6). What is your impression when learning without instructions from lecturer by using Instagram?



APPENDIX 2

INTERVIEW TRANSCRIPT

Transcription 1

Name : Participant 1

Time : 12.45 PM

Date : Wednesday, 31th October 2018

Place : Student area of English Department Building

I: Interviewer P: Participant

<u>Subject</u>	<u>Line</u>	<u>Transcription</u>	<u>Theme</u>	<u>Code</u>
I		Could you tell me about your first process of starting to know Instagram, how do you use Instagram in your first time?		
P1	1	When I first started using Instagram, actually, we know from friends, that thing which popular nowadays is using IG, so I downloaded it. After that, the first time I use IG that is certain to em ... I don't know anything yet, how to post and so on. but we know if we have started to find out, right? So there, the first time I posted, when I was high school student. So, I just like to follow my friends account, because we don't know if there exist the features about information already, we don't know yet, because at that time, we just post only, first. During high school, in my unstabil times, hehehe.	Learning by experimentation Learning and Awareness	I/1/LBE/1 I/1/LAA/1

I So, you post directly?

P1 2 Yes, just direct post. then, following friends account. Then at that time, there has no features like Snapgrams yet, there has no features like Live Streaming yet, or IGTV like now. So, just post photos. then ... for now, I have started to rarely post, actually. Maybe more like to see other people's posts rather than post my own.

Learning by I/1/LBE/2
experimentation

I So, you are stalking, like that?

P 1 3 Yes, more often as like that.

I Then, how the way you use IG in your daily?

P 1 4 I am... if in my daily ... like I said earlier that I was not frequent to post anymore, because I have timings if I want to post. So, for example every day, I just want to see hm..snapgram, I open it just for a moment. After that, if I have free time

, I opened the informations related to my study program. mostly, I'm following @unitednation , as like about scholarships or whatever it, so I am more often stalking.

The use of I/1/TUSH/4
software and
hardware

Learning and
awareness

I		Could you explain how do you use Instagram for your academic or non-academic things?		
P 1	5	Usually, if for example.. there is one subject that we have to post, for example, we have to gain many likes, so the score will be great.	Mobile learning implementation	I/1/MLI/5
I		oh is There?		
P 1	6	Yes		
I		Is there in HI ?		
P 1	7	There is... So we were required to post, for example post a poster. There is an Australian subject, right? at that time, there was an order to create a poster. We are ordered. There is information on the poster about Australia, right? we post it on Instagram, besides we tell people about what's famous in Australia, we also have things that related to the subject too. Then, if for example, those which are related to academics maybe as I told before, like following accounts related to my lecture subject because if we want to, for example we want to know the information that happens is I mean that it is sometimes	Mobile learning implementation	I/1/MLI/7

spread faster through
Instagram. Or Because
sometimes I'm turning on the
notifications for posts of an
account that I like the most
and if the account gives the
most up to date information, I
turn on the notification for
those account's post.

I/1/LAA/7

Learning and
awareness

Learning and
awareness

I oh.. in order to be
presented..? oh..

P 1 8 Yes. In order to.. as like ...
Because, there is more like..
what is it.. news in HI, right?
so, that's what I do for my
academics.

I Ok, the next question. So,
what experiences have you
gained as long as you use
Instagram?

P 1 9 What experience? * laughs *
Any experience, as like ... oh
this! for example after I
finished the AIESEC program.
so, there must be many

participants from another country who follow me, following, following, like that. So my experience is like, I am become know if there is a certain season there, what do they do? Because there are different seasons with the ones who joined yesterday, then actually.. their culture, if for example the season there is like that, what are the people doing, right? With that, there is one information that I got outside, right? Then **other experiences are maybe more like social experience,** through... *laughs* like we know such as.. eem ... what is it, like for example there is something like, live streaming, right when **there is information such as, there is an event where ever it, they do live streaming. there, we also get information.** for example, "oh ... this is the contents of the event!" Because for example, If International Relation students doesn't attend "tea time" like gathering with the academic supervisor, sometimes there is Komahi. Komahi is like.. what is it.. corps.. the HMJ, emm ... HMJ HI, sometimes there is live streaming for people who don't come, after it we have experience there.

Learning by experimentation I/1/LBE/9

Learning and awareness I/1/LAA/9

I Ooh.. so it can.. ooh, like that..
So, there is activity in
Instagram related to HI, there
is in Instagram?

P 1 10 Hm'm, so I can understand
what is the 'tea time' is..
then.. what else
experiences.....
There is. like, because,
because information is usually
for example ... now
international relations study
program is being intensively
using the website, but ... not
everyone opens the website.
So, KOMAHI can help, for
example share it, like that.
Because people must
understand faster through
Instagram.

I Now the last question, so..
what is your impression when
learning by using Instagram
without instructions from
lecturer?

P 1 11 Em ... my impression without
instructions ... like ... so, if for
example we learn, as I said
before, I turn on the
notification of certain
Instagram account posts. if for
example the lecturer is in the
class, he asks about, "do you
know about Australia?" I'm
more ... I'm concerned on
Australia too, right? so, like ...
for example, being asked
about the latest news in
Australia, so I can understand
it directly. because I turn on
the notification, about the

news on Instagram. Then, such as I know what's the latest news there. So it's like, as the lecturer thinks and says like, wow this kid is very responsive. Even though, I turned on the notification. Sometimes, I only know the headlines, * laughs *. Wow, there's this notification, I just wondering what's the title.

I So, it is useful for you, in classroom?

P 1 12 he'em ... and my impression are also, In the beginning, I had ever posted, but I think it has been deleted. That's about, like the campaign about environment, like that, right? about reducing plastic use. so, I joined the campaign there. Then, so, I tag my friends. then, they also immediately carried out the campaign there. So, I'm very happy there.

Learning by I/1/LBE/12
experimentation

Interview Transcription 2

Name: Participant 2

Time: 14.00 pm

Date: Sunday, 4th November 2018

Place: Student area of English Department Building

I: Interviewer P2: Participant 2

Subject	Line	Transcription	Theme	Code
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I		can you tell me how do you use Instagram at the first time? At the beginning, the process.		
P 2	1	So, in the past, actually, I have been using IG for quite a long time, from my second year of high school. If it's not wrong. That's year two thousand and.., two thousand and thirteen.. fourteen, 2014 yeah. Yes. High school. Not many people have used it, even there isn't any kind ... what is it. The term of 'selebgram' it didn't exist yet. So like really pure ... just post a photo, Right?	The use of software and hardware	I/2/TUSH/1
I		So, immediately post, is that so?		
P 2	2	Hm'm. Post immediately, right? At first.. it was like looking around first, how the way to use it.. Because at that time... now, there is an example like a filter or something, right? and Instagram's features was just a blue box in the earlier time. It used to be the blue and white color of the Instagram. Alright. Even like, at that time the DM did not exist yet, if not wrong. The application is still like, very simple, right? Yes, so I just playing. Just like that, there's nothing specific why or what, as like that.	Learning by experimentation	I/2/LBE/2

I/2/TUSH/2

**The use of
software and
hardware**

I okay, go on .. then how do
you use IG in your daily?
Can be explained?

P 2 3 oh so, actually there is a
process first. Time before ...
before it becomes as
crowded as it is now, I just
open instagram once or
twice a week.

**The use of I/2/TUSH/3
software and
hardware**

I Once or twice a week?

P 2 4 Hm'm. That was the
beginning time of Instagram.
The 2014 period. Then when
it's crowded, then all friends
have used it, it is made..
what is it, the place to be
like, share moments,
replacing Facebook, like
that, right? Give comments
each other ... tagging, so ...
there was no instastory ... at
that time, there was only a
normal post. then, when
there is Instastory feature,

then, I also use instastory as usual, right? However ... in the beginning of two thousand and seventeen ... eh. End of two thousand and seventeen, I mean the beginning of two thousand and eighteen ... I have been reducing the use of Instagram. So, for example, I only upload content, indeed, if in the past any content can be uploaded, right? Now it really makes, yeah. Content that is really as needed only. like that. Because there are many who already use it, it is start to toxicing too, then instagram. *What is it*. Snapsto, *what is it*, the instastory is also like, if it is for me, like seeing what's not important, right? So, just use it for ... for example, what event or I have finished in completing certain program, I share it.

Learning by experimentation I/2/LBE/4

The use of software and hardware I/2/TUSH/4

Learning and Awareness I/2/LAA/4

I it just for importants?

P 2	5	<p>The important thing, so if checked, my caption is sometimes so long, indeed, because yes it is. for that ... one for example, i choose this moment, then there is the story for that moment, I share.</p>	
			<p>Learning by experimentation I/2/LBE/5</p>
I		<p>The next question, how do you use IG for your academic or non-academic things?</p>	
P 2	6	<p>For non-academics, I actually rarely post on Instagram. it's like ... *what is it* ... for example selfie or whatever, it is rarely. Because besides I am not as confident as that, I also like to show ... anything ... just the positive side. Don't want to be too routine, then my Instagram is crowded, it's become full such like a diary, like that, no ... like that. Then, I also... if any friend for example.. they asked to be followed, I followback in the past. For now, I'm more selective. like I followed what I really need. Like for example, following educational accounts, such as psychology studies, for example there is conference information or a problem with infographic-infographic, like that. Especially now that I and my friends are making an alternative media on Instagram, the name is @merajutjogja, which is...</p>	<p>I/2/LAA/6</p>

where we also concentrate on Instagram, right? It is the main mind. So, finally like I just having a circle.. a circle that contains.... giving educating. like that. it's not like me in the past, who wants to have lots of friends or what, right. it's not like that anymore.

Learning and awareness

I/2/LBE/6

Learning by experimentation

I So, you have not often to make posts?

P 2 7 No, even, like that. if indeed, it is do not need to be posted or just wait for another time, or indeed I am taking a break to post, I am lazy. like that.

I What experiences have you got as long as using Instagram?

P2 8 Experience? What is clear is ... Then **I become understand the information that flows so fast, then I know a lot, for example there ... for example ... there is a talk show here.**

I/2/LAA/8

		<p>sometimes, if we can't come there, we can see the instagram, the live streaming.</p> <p>like that, that in my opinion is a very useful feature. Especially before, if we watch the streaming, it mostly on youtube, right? or we have to click the link, complicated and spend internet quota, huh. Em, actually Instagram also consumes internet quota. However, it just like, the media feels not heavy. So, it's not like YouTube.</p>	<p>Learning and awareness</p> <p>Mobile learning implementation</p>	I/2/MLI/8
				I/2/TUSH/8
			<p>The use of software and hardware</p>	
I		Then, if you are watching a streaming or live video, it is usually just on the cellphone or you are helped by using a headset or what?		
P 2	9	<p>Yes, if for example.. the noisy / noisy conditions around me, just use a headset, but if for example not, yes don't use it.</p>	<p>The use of software and hardware</p>	I/2/TUSH/9
I		Last question... how much useful the Instagram for your academic?		
P 2	10	<p>For me personally, now.. because I can filter, I already know which one have to</p>		

<p>follow, which one is not, which one should be left aside, which one should be discarded, Alhamdulillah, it is useful, for example, many accounts share information, educative information, announcements such as what competitions or studies, we can participate in, and now it is also a place like ... such a kind of.. wall magazine. Wall magazines that can be ... what ... are accessible to everyone and have a variety of colors, right? especially now why do people also like Instagram because of visualization rather than the amount of writing, right? even though, we can write captions and so on. it's just that, in my opinion, then, it can be able to hone the side of creativity, if for example it is positive, people now also like to make poems, make it like words, then upload, they can design simply, for example through an application then directly can be sent to Instagram,</p>	<p>Learning and awareness</p>	<p>I/2/LAA/10</p>
<p>there also has filters of all kinds, right? The academic side ... then ... em ... what we do, the engagement that we give to other person is not only obtained in the class, for example, we open the igstory, there is person who share, about mental illness. Oh. We become more knowledgeable about that. then for example there are people sharing news, then there is just hoax news, it</p>	<p>Mobile learning implementation</p>	<p>I/2/MLI/10</p>

has been notified via
instagram and instastory
too. we also become "oh, it
turns out, this is a hoax!" so
it should not be forwarded.

like that.

I The last.. so, what is your
impression as long as you
learn without lecture
instruction on Instagram?

P 2 11 An Impression, ya? Yes ... so
it was ... then, if in the past ...
compared to my past, which
I still didn't filter out, my
head was like it was about to
explode. like that,
everything entered. like for
example, we have finished
see this post, that post, this
post, that post. it's like
dizziness, like ... then,
everything is in the head and
nothing, then, what is the
benefits of opening this for
hours? there is no. But, now
because I can filter, like ...
then, for example, usually
people who open the
instastory will immediately
check everything, right? if I, I
really choose. Which one do
I want to see, right? So, yeah,
then, actually ... actually
how toxic or not the
instagram is, back to us, who
we follow, our self control to
open what kind of post. So,
the impression is.....
because I already have my
own self control, I can
already know which ones to
filter out, so far so good.
Like that. Then, after
yesterday I was like detox ...
ah I don't want to. Don't
want to open Instagram ah.

Like that. Had been for one month, then when it was opened, already. Just want to know as needed only. so. So, just like that.

Learning by I/2/LBE/11
experimentation

APPENDIX 3

OBSERVATION NOTE CODING

Participant 1

Line	Note	Theme	Coding
1 (00.08)	She is searching for Instagram account @unitednations which has been followed by her and she open it to see the posts.	Learning and Awareness	O/1/LAA/8
2 (00.14)	She open the third post of @unitednations, she gave two tap for that post, and did scanning read to English caption of that post as long as four seconds from second 00.17 until second 00.21	Learning by experimentation	O/1/LBE/1 4
3 (00.24)	She open the first post of @unitednations, gave two tap for it, and she did scanning read to English caption of that posts from the second 00.30 until second 00.35	Learning by experimentation	O/1/LBE/2 4
4 (00.45)	She is turning back to option “search” and tap account of @unitednationshumanrights which is not followed by her yet. She opened the first post of that account, she did scanning read to English caption of that post from second 00.47 until	Learning by experimentation	O/1/LBE/4 5

	second 00.55, and she gave two tap for that post.		
5 (00.59)	She open the fifth post of account @unitednationshumanrights, gave two tap and read the English caption with scanning reading, then she open the column of coments to see others comments for that posts. At the second 01.10, she scrolling down to read the comments until second 01.21. The comments of that post she read are in English.	Learning by experimentation	O/1/LBE/5 9
6 (01.32)	She open the video of account @specialbooksbyspecialkids which not followed by her yet. She give two tap, and she read English subtitle of that video, she was also listening to the voice of video in English. Besides, there is also English caption under the video that she watch. In the second of 01.56 she tap that account, following that account, and she is scrolling down its profile for looking another posts of that account.	Learning by experimentation	O/1/LBE/1 32
7 (02.17)	She is turning back to option “search” and typing to search account @fpciuii which has been followed by her, she is scrolling down the profile to see the posts.	Learning and Awareness	O/1/LBA/2 17

OBSERVATION NOTE CODING

Participant 2

Line	Note	Theme	Coding
1. (00.09)	She tap icon “search” at the bottom and she is pushing right the screen under column “search’ above to see the categories of display post offered.	Learning and awareness	O/2/LAA/9
2. (00.19)	She tap the categy option “ART” and scrolling down to see the posts about art.	Learning by experimentation	O/2/LBE/19
3. (00.30)	She open one art video posted by account @mylittlebasil.studio to see it without reading the English caption under that video completely.	Learning by experimentation	O/2/LBE/30
4. (00.47)	She is turning back to categy option above and taping category “Science & Techology” in that option.	Learning and awareness	O/2/LAA/47
5. (00.57)	She tap the seventh post of science and technology categy. She tap the account @Natgeomaps which post it and she tap to follow that account. She tap the first post of that account and read the English caption, and give two tap for that post.	Learning by experimentation	O/2/LBE/57

DOCUMENT ANALYSIS

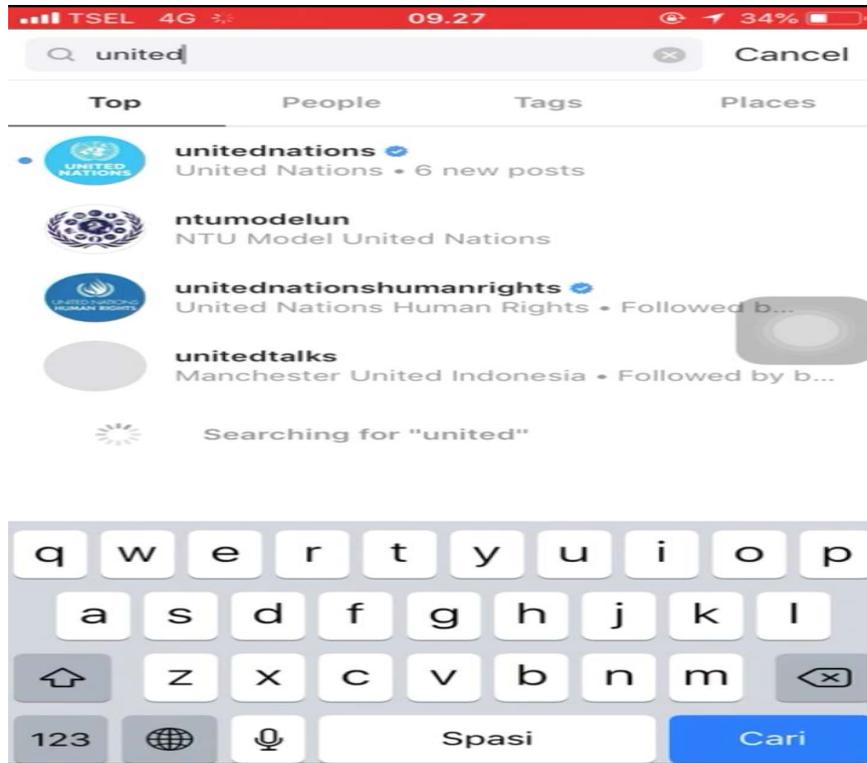
Subjec	Line	Document	Theme	Code
t				
P1	Screenshoo t1	 <p>BEAT PLASTIC POLLUTION WORLD ENVIRONMENT DAY INDIA 2018 UN environment</p> <p>Disukai oleh retnoaffahp, ari_305 dan 163 lainnya millaanisa Up to 5 million plastic bags are used every year. Indonesia, the second-largest contributor of plastic waste to the world's waters after China. However, 10,725 tons of plastic waste per day are going into one of Indonesia's beach.</p> <p>So, I suggest you to use single bag like this because with this process you will make the better world without plastic bag. And also, you can save the next generations from any dangerous thing that caused by the "stupid thing" that we did today. Like don't throw away the plastic waste in the ocean that can broke the ecosystem for fish etc.</p>	Learning by experimentati on	DA/1/LBE/ S1
	Screenshoo t 2	 <p>Disukai oleh ari_305, nabillafirda dan 126 lainnya millaanisa In my childhood, dolls became the thing that I liked the most. Wherever I go and no matter how I feel, dolls always been my favorite friend. At that time, I even cry and angry if anyone take the doll from me. Why? I dunno the reason.</p> <p>But now, I realize that dolls can do what we can't do. They know how to make peoples happy. They can make kids became happy and show their sweetest smile. With the simple thing, just play and be with their owner anytime. But right now, it seems that happy is expensive. It's not a reality, it's just out perspective. We can get our happiness easily. Do what we wanna do with the thing that we like the most. (people;pets;thing (something that you have)) and make a perfect life in our version.</p> <p>What is your happiness version? You know it ❤️</p>	Learning by experimentati on	DA/1/LBE/ S2

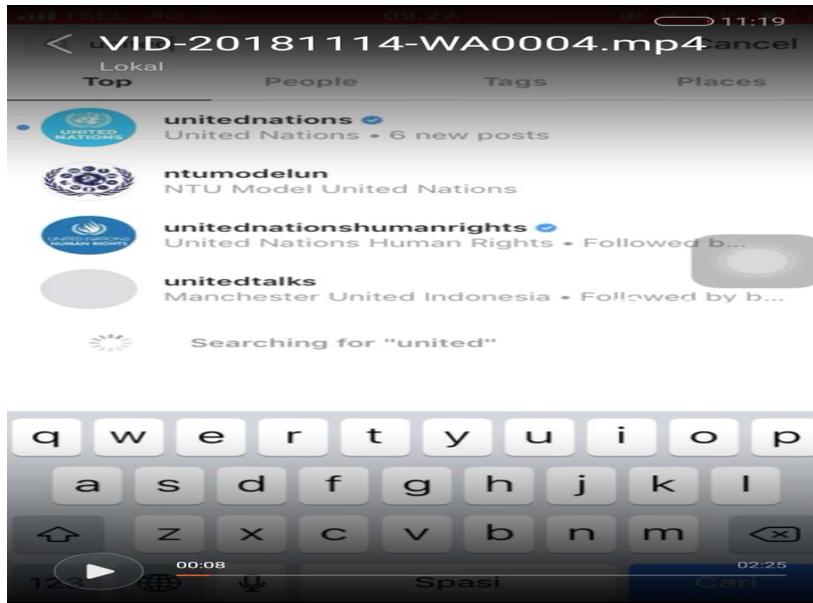
P2	Screenshoot t 3	 <p data-bbox="553 451 987 806"> 189 suka retyansekar find a friend whom is willing to capture different sides of your profile under different colours of the sky. for you'd never know the beautiful moon could be an enchanting bonus. in simplest words, ask @alipiaaini to do it. Lihat semua 7 komentar yratyas Dipegangin gt biar apa ceunah? retyansekar @yratyas biar kamu nya kepo. 11 JUNI · LIHAT TERJEMAHAN </p>	Learning by experimentati on	DA/2/LBE/ S3
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screenshoot 4	 <p data-bbox="553 1039 987 1436"> Disukai oleh millaanisa, rizkaasumaga dan 166 lainnya retyansekar dream, child. dream. it's the essential ingredient to achieving success. giving, child. giving. when you follow your dreams and you earn something worth sharing. courage, child. courage. as you walk through the fear, keep on believing. it'd make you strong, it'd make you bold. last but not least. be gentle at heart, remember praying. </p>	Learning by experimentati on	DA/2/LBE/ S4
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APPENDIX 5

SCREENSHOT OF PARTICIPANTS' VIDEO ACTIVITY IN INSTAGRAM





VID-20181114-WA0004.mp4

Lokal



Setelan

Liked by ari_305 and 9.682 others

unitednations "Here is the UN Charter -- a small book but one that enshrines all that is needed for peace, sustainable & inclusive development and human rights. It's a book which I'm hopeful can help us make this a better world and I'm pleased to place it in this Peace Forum." #UnitedNations Secretary-General António Guterres joined world leaders in donating a book of his choice to the peace library at Sunday's #ParisPeaceForum. He gave a copy of the UN Charter -- the historic document which created the UN in the hope

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