

**STUDENTS' PERCEPTIONS OF INSTAGRAM AS A TOOL FOR
ENHANCING AND SUPPORTING AUTONOMOUS LEARNING IN EFL
CONTEXTS**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of requirements
for the degree of *Sarjana* in the English Education**

**By:
Mitha Saharani
NIM 21120070**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

**STUDENTS' PERCEPTIONS OF INSTAGRAM AS A TOOL FOR
ENHANCING AND SUPPORTING AUTONOMOUS LEARNING IN EFL
CONTEXTS**

SKRIPSI

**Presented to IKIP PGRI Bojonegoro in partial fulfilment of requirements for
the degree of *Sarjana* in the English Education**

**By:
Mitha Saharani
NIM 21120070**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

APPROVAL SHEETS

The *skripsi* entitled "STUDENTS' PERCEPTIONS OF INSTAGRAM AS A TOOL FOR ENHANCING AND SUPPORTING AUTONOMOUS LEARNING IN EFL CONTEXTS" is compiled by:

Name : Mitha Saharani
NIM : 21120070
Department : English Education

Has been approved by the advisors.

Bojonegoro, 9 Juli 2015

Advisor I,



Oktha Ika Rahmawati, M.Pd
NIDN 0701108602

Advisor II,



Dr. Moh. Fuadul Matin, S.S., M.Pd
NIDN 0727028703

LEGITIMATION

The skripsi entitled "STUDENTS' PERCEPTIONS OF INSTAGRAM AS A TOOL FOR ENHANCING AND SUPPORTING AUTONOMOUS LEARNING IN EFL CONTEXTS" is compiled by:

Name : Mitha Saharani
NIM : 21120070
Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 28 July 2025

Bojonegoro, 28 July 2025

Chairman,



Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Secretary,



Ayu Fitrianiingsih, M.Pd.
NIDN 0720049101

Examiner I,



Dr. Ina Isnaini T.R. M.Pd
NIDN 0723058302

Examiner II,



Ayu Fitrianiingsih, S.Pd., M.Pd
NIDN 0720049101

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

MOTTO

“Segala sesuatu yang baik untukmu tidak akan Allah izinkan pergi kecuali digantikan dengan yang lebih baik lagi. Apa yang sudah digaris, tidak akan pernah terlewat.”

ACKNOWLEDGMENT

By expressing gratitude to Allah SWT for His blessings, enabling the timely completion of this thesis. The researchers dedicate this work to:

1. My mother Yuliati. She played a crucial role in completing my study program. Although she also did not have the opportunity to experience education up to university level, her spirit, motivation, and prayers have always been for her children.
2. To my academic supervisors Oktha Ika Rahmawati, S.Pd., M.Pd and Dr. Moh. Fuadul Matin, S.S., M.Pd. Thank you for all the guidance in helping me complete my thesis from the beginning to the end.
3. To my friends “Tomut”. Caca, Sela, Ima, and Siska, thank you for always being there through the ups and downs. Because of you, my college life became so much more beautiful.
4. To my friends “Random banget”. Ludfi, Iis, Iza. Thank you for being my loyal friends since junior high school until college. Your constant support, shared laughter, and comforting hugs have meant so much to me.
5. To the person who held my hand Aditya Yhoga Pratama., thank you for being my home and my peace. Thank you for always been by my side through every breakdown and breakthrough.
6. To myself Mitha Saharani, hey, we did it! thank you for not giving up, even when things felt overwhelming. Thank you for choosing to rise every time you fell, for continuing even when it was easier to quit. You made it. I’m proud of you.

STATEMENT OF AUTHENTICITY

I, the unsigned below:

Name : Mitha Saharani
NIM : 21120070
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

STUDENTS' PERCEPTIONS OF INSTAGRAM AS A TOOL FOR ENHANCING AND SUPPORTING AUTONOMOUS LEARNING IN EFL CONTEXTS

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 Juli 2025


Mitha Saharani
21120070



ABSTRACT

Saharani, Mitha. (2025). Students' Perceptions of Instagram as a Tool for Enhancing and Supporting Autonomous Learning in EFL Contexts. Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, S.Pd., M.Pd (II) Dr. Moh. Fuadul Matin, S.S., M.Pd

Keywords: Students' Perceptions; Instagram; Autonomous Learning; EFL

This study aims to explore students' perceptions of using Instagram as a tool for enhancing and supporting autonomous learning in the context of English as a Foreign Language (EFL) and to identify the influencing factors. A descriptive qualitative method was used, with data collected through questionnaires, semi-structured interviews, and documentation. The participants were 20 English Education students from the first to fourth year at IKIP PGRI Bojonegoro. The data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification. The results show that most students positively perceive Instagram in autonomous English learning. Instagram is a tool that enhances motivation, enriches vocabulary, and provides flexible, engaging learning content. Features like reels, polls, quizzes, and Q&A support enjoyable self-learning routines. The factors influencing students' perceptions include content quality, interactive features, supportive learning communities, and Instagram's algorithm, which personalizes content based on user interests. These findings reflect the idea of digital learner autonomy, where students actively shape their learning environments based on their preferences and needs.

ABSTRAK

Saharani, Mitha. (2025). Students' Perceptions of Instagram as a Tool for Enhancing and Supporting Autonomous Learning in EFL Contexts. Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, S.Pd., M.Pd (II) Dr. Moh. Fuadul Matin, S.S., M.Pd

Kata Kunci: Persepsi Siswa, Instagram, Pembelajaran Mandiri, EFL

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap penggunaan Instagram sebagai alat untuk meningkatkan dan mendukung pembelajaran mandiri dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL), serta untuk mengidentifikasi faktor-faktor yang memengaruhi. Metode deskriptif kualitatif digunakan, dengan data yang dikumpulkan melalui kuesioner, wawancara semi-terstruktur, dan dokumentasi. Partisipan terdiri dari 20 mahasiswa Pendidikan Bahasa Inggris dari tahun pertama hingga tahun keempat di IKIP PGRI Bojonegoro. Data dianalisis menggunakan model interaktif dari Miles dan Huberman, yang terdiri dari reduksi data, penyajian data, dan penarikan serta verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap Instagram dalam pembelajaran mandiri Bahasa Inggris. Instagram merupakan alat yang meningkatkan motivasi, memperkaya kosakata, dan menyediakan konten pembelajaran yang fleksibel serta menarik. Fitur-fitur seperti reels, polling, kuis, dan tanya jawab mendukung rutinitas pembelajaran mandiri yang menyenangkan. Faktor-faktor yang memengaruhi persepsi mahasiswa meliputi kualitas konten, fitur interaktif, komunitas belajar yang suportif, dan algoritma Instagram yang mempersonalisasi konten berdasarkan minat pengguna. Temuan ini mencerminkan gagasan tentang kemandirian belajar digital, di mana mahasiswa secara aktif membentuk lingkungan belajar mereka berdasarkan preferensi dan kebutuhan mereka.

PREFACE

Firstly, the researcher expresses gratitude to Allah SWT for His blessings. Secondly, salutations to our Prophet Muhammad SAW. The researcher has completed this thesis. The title submitted by the researcher is "Students' Perceptions of Instagram as a Tool for Enhancing and Supporting Autonomous Learning In EFL Contexts." The researcher also thanks the following parties:

1. Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Language and Arts Education IKIP PGRI Bojonegoro.
3. Ayu Fitrianiingsih, M.Pd., as the Head of the English Language Study Department
4. Oktha Ika Rahmawati, S.Pd., M.Pd., as the Advisor I who helps so much, has given patient and completion of this *skripsi*.
5. Dr. Moh. Fuadul Matin, S.S., M.Pd., as the Supervisor II who helps so much, has given patient guidance and completion of this *skripsi*.

May Allah grant blessings and ease. For further improvement, the researcher gladly accepts suggestions and criticism. Finally, the researcher entrusts everything to Allah SWT, hoping it will be beneficial for the researcher and all of us. The last, the researcher thanks their parents for their love, education, and support. Thanks to friends who have provided encouragement until the completion of this thesis.

Bojonegoro, 10 July 2025


Mitha Saharani
NIM.21120070

TABLE OF CONTENTS

TITTLE PAGE.....	i
APPROVAL SHEETS.....	Error! Bookmark not defined.
LEGITIMATION.....	Error! Bookmark not defined.
MOTTO.....	iv
ACKNOWLEDGMENT.....	v
STATEMENT OF AUTHENTICITY.....	Error! Bookmark not defined.
ABSTRACT	vii
ABSTRAK.....	viii
PREFACE	Error! Bookmark not defined.
TABLE OF CONTENTS	x
LIST OF TABLE.....	xii
LIST OF FIGURE	xiii
LIST OF APPENDICES	xiv
CHAPTER I.....	1
INTRODUCTION	1
A. Background of The Study.....	1
B. Formulation Problems	4
C. Objectives of the Study	5
D. Significance of The Study	5
1. Theoretical Significance	5
2. Practical Significance	5
E. Definition of Terminologies.....	6
CHAPTER II	9
REVIEW OF RELATED LITERATURE.....	9
A. Review of Previous Studies	9
B. Theoretical Review	16
C. Theoretical Framework	33
CHAPTER III.....	36
RESEARCH METHODOLOGY	36
A. Research Design.....	36

B. Research Settings	37
C. Data and Data Sources.....	37
D. Data Collection Techniques	38
E. Data Analysis Techniques	41
F. Data Validation Techniques	43
CHAPTER IV	45
FINDINGS AND DISCUSSION.....	45
A. Research Findings	45
1. Students' Perceptions of Instagram as a Tool for Enhancing Autonomous Learning	46
2. Students' Perceptions of Instagram as a Tool for Supporting Autonomous Learning	53
3. Factors Influencing Students' Perceptions of Instagram to Enhance and Support Autonomous Learning.....	59
B. Discussion.....	65
1. Instagram Enhance Autonomous Learning in the Context of EFL	65
2. Instagram Support Autonomous Learning in the Context of EFL	66
3. Factors Influencing Students' Perception of Using Instagram to Enhance and Support EFL Learning	67
CHAPTER V	70
CONCLUSION AND SUGGESTION.....	70
A. Conclusion	70
B. Suggestion.....	71
REFERENCES	73
APPENDICES.....	76

LIST OF TABLE

Table 4. 1 Students' Responses on Instagram Usage	49
Table 4. 2 Students' Perceptions of Instagram to Enhance Autonomous Learning.	51
Table 4. 3 Students. Perception of Instagram as a Tool for Supporting Autonomous Learning	57
Table 4. 4 Factors Influencing Students' Perceptions of Instagram to Enhance and Support Autonomous Learning.....	63

LIST OF FIGURE

Figure 2. 1 Theoretical Framework	35
---	----

LIST OF APPENDICES

Appendix 1 Interview Guideline	77
Appendix 2 Transcription of Interview	79
Appendix 3 Questionnaire Guideline.....	107
Appendix 4 The Result of Questionnaires	110
Appendix 5 Documentation.....	112
Appendix 6 Research Completion Letter	113
Appendices 7 Thesis Guidance Card I.....	114
Appendices 8 Thesis Guidance Card 2	115

CHAPTER I

INTRODUCTION

A. Background of The Study

The rapid development of technology, particularly in the fields of information and communication, has led to significant changes in many aspects of life, including education. Technology has created opportunities for learning to become more flexible, accessible, and efficient. The use of the internet and digital devices such as smartphones, tablets, and laptops allows students to access information anytime and anywhere. With this technology, learning is no longer limited to traditional classrooms or textbooks but can take place anytime and anywhere students need it. Technology in education supports various learning methods, including technology-based learning, app-based learning, and more personalized independent learning (Almufarreh & Arshad, 2023). Technology provides significant opportunities for students to manage their learning more actively and independently.

One form of technology application that is increasingly developed is the use of social media in educational contexts. Originally designed for social interaction, social media has now evolved into a platform with great potential to support learning. Platforms such as Facebook, Twitter, YouTube, and Instagram, allow users to share information, engage in discussions, and easily access educational content. Social media offers a more interactive and flexible form of communication compared to traditional learning methods. Social media users, including students, can access learning materials, follow tutorials,

participate in discussions, and share learning experiences directly. Social media can expand the scope of learning by providing various communication channels that facilitate more intensive interaction between students and teachers, as well as among students themselves.(Greenhow & Lewin, 2019). One of the social media platforms that has rapidly grown in recent years is Instagram.

Instagram is an app that supports photo-sharing activities and social networking for both individuals and businesses (Ting et al., 2015) . Instagram is one of the most popular social media platforms in the world. In 2023, Instagram has over 2.35 billion monthly active users (Campbell, 2024). Launched in 2010, Instagram was initially designed as an app for sharing photos, allowing users to take pictures, applying digital filters, and sharing them on the platform or other social media sites. Over time, Instagram has evolved into a more complex platform, adding features such as short videos, stories, live streaming, and reels. Instagram also allows users to interact through comments, direct messages, and collaboration features. In addition, Instagram's algorithm, which is based on user interests, helps the platform deliver personalized and relevant content, making it an effective communication tool in various fields, including education. Content such as short videos on grammar, vocabulary, or pronunciation exercises gives students the flexibility to learn anytime and anywhere. Additionally, the dominant visual elements on Instagram make it easier for students to understand language concepts that might be difficult to explain through text alone. Its widespread popularity, especially among students, creates a great opportunity to explore

and engage with materials at their own pace, ultimately fostering autonomous learning.

Autonomous learning refers to a process where students take full responsibility for their own learning. In this context, learners are free to select materials, organize their study schedules, and monitor their progress. Autonomous learning involves not only control over what is learned but also how and when the material is studied (Benson, 2013a). This concept focuses on developing lifelong learning skills, emphasizing intrinsic motivation and active participation in the learning process. Instagram, as a visual-based social media platform, offers significant potential to support autonomous learning (Handayani, 2015). With its ease of access and flexibility, Instagram allows students to find and engage with learning resources tailored to their interests and needs. Through features like IGTV, Reels, Feeds and Stories, Instagram provides a flexible and engaging way to explore learning materials. Moreover, Instagram enables users to interact directly with content creators via comments or direct messages, foster collaborative learning and the exchange of knowledge among fellow learners. Thus, Instagram supports autonomous learning by encouraging active participation in a broader global learning community while allowing learners to personalize their educational experience.

Some previous studies have discussed the topic about the use of Instagram as a tool to learn English. In line with previous research, the researcher found that the study had a similarity in knowing the usage of social media and Instagram to learn English for EFL learners. However, most of these studies focus more on students' learning motivation in general and the use of

Instagram for learning English without examining how the platform specifically supports autonomous learning. Therefore, this study aims to address this gap by exploring students' perceptions of using Instagram as a tool to enhance autonomous learning in the context of English language education. This research is conducted because many IKIP students actively use Instagram in their daily lives, including for accessing various educational information especially to learn English through its features, educational content, and interactive tools available on the platform.

B. Formulation Problems

Based on the background of the study, the researcher formulates the problem statements as follows:

1. What are students' perceptions of using Instagram as a tool for enhancing autonomous learning in the context of learning English as a Foreign Language (EFL)?
2. What are students' perceptions of using Instagram as a tool for supporting autonomous learning in the context of learning English as a Foreign Language (EFL)?
3. What factors influence students' perception of using Instagram to enhance and support EFL learning?

C. Objectives of the Study

As stated in the research problems, the objectives of the research is:

1. To explore students' perceptions of using Instagram as a tool to enhance autonomous learning in the EFL context.
2. To explore students' perceptions of using Instagram as a tool to support autonomous learning in the EFL context.
3. To determine the factors influencing student's perceptions of using Instagram in EFL learning.

D. Significance of The Study

1. Theoretical Significance

This research hopefully can be used to provide some information to the readers about students' perceptions of Instagram as a tool for enhancing and supporting autonomous learning in EFL context.

2. Practical Significance

a. For teachers

This study can encourages the use of social media as a supplementary platform for engaging students beyond traditional learning environments.

b. For students

This study is expected to raising awareness of Instagram's potential as a tool for independent learning, including improving English language skills.

c. For readers

This study can provide insights into how social media, especially Instagram, can be an effective tool for self-directed learning in the context of language learning.

E. Definition of Terminologies

1. Students' Perceptions

Perception is the way individuals process and understand information from their surroundings. Perception happens when people organize and make sense of sensory inputs to give meaning to their environment (Robbins & Judge, 2013). While students' perception refers to the way students interpret and respond to their educational experiences, including their thoughts and feelings about the learning process. Students' perception is defined as their perspective on events occurring during the learning process, which they express through suggestions or arguments aimed at enhancing their educational experience (Shidu, 2003). This indicates that students actively engage with their learning environment, forming opinions that can influence their motivation and outcomes in education.

2. Instagram

Instagram is a social networking platform that enables users to share photos, videos, and interact through various multimedia features. Social media platforms like Instagram as tools that allow the creation and exchange

of user-generated content, fostering collaboration and interaction among users, which can be applied in educational contexts to engage learners and enhance participation (Kaplan & Haenlein, 2010). It encourages a more dynamic and personalized approach to learning, where students can connect with educational material in creative and meaningful ways. Moreover, Instagram's features such as stories, hashtags, and direct messaging facilitate communication and support active participation.

3. Autonomous Learning

Autonomous learning is a learning approach in which students take responsibility for their own educational journey. Autonomous learning also promotes motivation and engagement, as students are more likely to be invested in learning activities that they have chosen for themselves. The process of autonomous learning, which involves students taking responsibility for their learning by making decisions about their study strategies and self-evaluating progress.(Boonma & Swatevacharkul, 2020). This approach encourages students to become more independent and reflective, improving their ability to learn effectively without relying on external guidance.

4. EFL Context

EFL contexts refer to environments in which English is taught as a foreign language, typically in countries where English is not the native language. In such contexts, teaching strategies and materials are designed to help learners acquire English skills, focusing on reading, writing, speaking, and listening in a language that they do not use in everyday life. Teaching

English as a foreign language requires specialized methods that take into account the challenges learners face when trying to master a language they are not exposed to regularly (Richards & Schmidt, 2013). These contexts may vary widely depending on the country, the educational system, and the learners' backgrounds. In EFL contexts, students often rely on formal education settings for their language learning, but the use of technology and social media platforms like Instagram has begun to play an increasingly significant role in supplementing traditional methods.