

Students' Perception in Learning English through Quiz Feature on Instagram Stories for EFL Students

Fonnalita^{a,*}, Syaprizal^b, Ani Fiani^c

^{a, b, c} *Universitas PGRI Silampari, Indonesia*

*Corresponding author. *E-mail address: fonnalita@gmail.com*

ABSTRACT

This research aimed to discover the students' perception of learning English through the Quiz feature on Instagram Stories for EFL students. The method used in this research was a descriptive qualitative approach. Participants of this research were the eleventh-grade students of SMA Negeri 5 Lubuklinggau, and the subject of this research was 35 students of XI MIPA 3 of SMA Negeri 5 Lubuklinggau. Data collection techniques used were the questionnaire and interview results. Data analysis techniques used were basic statistical techniques of percentages using the *Likert-scale* questionnaire, and the data was supported from the interview's results as the secondary data. The results of this research showed that the EFL Students have a good perception of learning English through Quiz feature on Instagram Stories. In conclusion, learning English through Quiz feature on Instagram stories for EFL students is good, and this Quiz feature on Instagram stories can be considered as English learning and practice media, which will be better to combine with the conventional ways in the classroom.

Keywords: EFL students, Instagram stories, perception, quiz feature

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam belajar bahasa Inggris melalui fitur Quiz di Instagram Stories untuk siswa EFL. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif. Partisipan dalam penelitian ini adalah siswa kelas sebelas SMA Negeri 5 Lubuklinggau, dan subjek penelitian ini adalah 35 siswa XI MIPA 3 SMA Negeri 5 Lubuklinggau. Teknik pengumpulan data yang digunakan adalah kuesioner dan hasil wawancara. Teknik analisis data penelitian ini menggunakan teknik statistik dasar persentase menggunakan kuesioner skala Likert sebagai data primer dan didukung dengan hasil wawancara sebagai data sekunder. Hasil penelitian ini menunjukkan bahwa siswa EFL memiliki persepsi yang baik tentang belajar bahasa Inggris melalui fitur Quiz di Instagram Stories. Kesimpulannya, belajar bahasa Inggris melalui fitur Quiz pada Instagram Stories untuk siswa EFL dan fitur Quiz pada Instagram Stories ini dapat dianggap sebagai media pembelajaran dan praktik bahasa Inggris yang akan lebih baik untuk dipadukan dengan cara-cara konvensional di dalam kelas.

Kata Kunci: siswa EFL, Instagram Stories, persepsi, fitur quiz

INTRODUCTION

Nowadays, social media has an important influence on society, especially in Indonesia. According to Vázquez-Herrero et al. (2019), social media is increasingly integrated into media routines as channels to gain access, verify, and spread information. It is in line with Savitri and Irwansyah (2021) that Indonesia occupies the eighth position in the world regarding the amount of internet time used per day for users between the ages of 16 and 64. People use social media for several purposes. It is not only for entertainment; some people also use social media for educational purposes, especially during the pandemic era caused by Covid-19 before, when all of the teaching and learning activities were moved to an online classes. Social media presence was considered very helpful for educational purposes where the activities can still be run over long distances. Besides, many popular social media can be used in learning activities, including Instagram.

Instagram is a photo-video-sharing and social networking application with at least one billion active users worldwide. Instagram quickly became popular in Indonesia after being released on October 6th, 2010. According to Savitri and Irwansyah (2021), Instagram ranks as the sixth most-used social media platform globally and is certainly one of Indonesia's most popular social media. Users can share their daily activities or information on Instagram for many reasons and purposes. Apart from being a social media to share daily photos or videos, some people can also use Instagram as a medium of education, especially in learning English. Most social media, including Instagram, use English as a default language since it is recognized internationally. Erarslan (2019) stated that Instagram is the most frequently used social media platform among the participants and that they favor using it for academic language learning purposes. It was found that Instagram positively impacted students' language learning. Besides, Instagram also consists of many features, including the Quiz feature.

The quiz feature on Instagram stories allows users to write a question and add two until four potential answers, in which only one is correct. Then, the participants analyze the quiz, take a guess, then select one answer, and they will be able to see immediately if they were right or wrong. In the research done by Lestari and German (2021), the most informative feature is a quiz, with 86% of the participants rating Quiz as either informative or very informative. In the open-ended question on their research, it was shown that Quiz was very informative because it presented familiar cases in which the students incorrectly used phrases or sentences. Therefore, this research aimed to find out the students' perception of learning English through Quiz feature on Instagram Stories for EFL students.

INSTAGRAM STORIES

According to Indriyanti (2020), Instagram stories are a part of Instagram that allows users to take photos and record short video (15 seconds duration), which is viewable for twenty-four hours before it disappears. The users can apply digital filters on Instagram stories, using many features, such as Quiz, Questions, Polling, and Music. Even the stories will be disappearing within twenty-four hours; the users can keep the stories on Highlight so the viewer can see the stories for more than 24 hours. As reported on the official Instagram page, users can share their stories for more than 24 hours by posting them as a highlight on their profile.

In these Instagram stories, the users can see the other's stories without following their accounts, except the accounts are private. Besides, Instagram stories can display information

about anyone's username accounts that has seen your Instagram stories. Then, On Instagram stories, there are many features which can be used as English learning tools. According to Lestari and German (2021), Instagram is a popular social media platform due to its simple picture and video sharing features as well as it also has some other features, such as Quiz, Questions, and Polls, that can be used as an English learning tool. In this research, the researcher used the Quiz feature.

QUIZ FEATURE

Quiz feature is one of several features included on Instagram besides the question, music, and polling features. According to Yücel et al. (2021), Instagram added the Quiz feature/sticker with four options to the story section in April 2019. The quiz feature is also an alternative way to learn English because it covers all of the language aspects. It is in line with Lestari and German (2021), who stated that quiz features usually cover all aspects of language, ranging from grammatical structure to idiomatic expression.

With this Quiz feature, the users can create their own quiz and add multiple choices (two to four possible answers) so that the viewers or the followers can join the quiz by choosing one of the possible answers. According to Brain (2019), followers simply have to tap on the answer of their choice to engage with the Quiz feature, which is available in two or four multiple-choice options.

PERCEPTION

According to Wozniak (2011), perception is the interpretation of information from the environment so that we can identify its meaning. People can identify the meaning of someone or something by giving the perception or interpreting the information from the environment. In addition, Riastuti et al. (2022) stated that perception is a process of organizing and grouping the stimulus received by an individual so that it becomes something meaningful. People can interpret their perception and make it meaningful by organizing and grouping the stimulus received.

Besides, the five senses involved in perception make the relationship between perception and the environment. Perception is a process of inputting messages or information to the human brain by the human perception that continuously makes a relation with the environment. The five senses do this relation are the sense of sight, sense of feeling, sense of smell, and sense of touch.

According to Robbins (2013), three factors influence the perception, namely:

- Factor in the perceiver: Someone's characteristics heavily influence the perception; their attitudes, personalities, motives, perceptions, past experiences, and expectations.
- Factor in the situation: Someone's perception heavily influences the situation or context in the research point. It is in line with Robbins (2013) that three factors (time, work setting, and social setting) influence someone's perception.
- Factor in the target: The target's characteristics also influenced someone's perception. Related to the perception theory from Robbins (2013), there are seven factors in the target that influence someone's perception: novelty, motion, sounds, size, background, proximity, similarity.

Related to the perception theory of Wozniak (2011), there are two indicators of perception. The first is bottom-up processes. It is a process involved in identifying a stimulus

by processing the information in the external stimulus, starting at the receptor level and progressing to higher brain centers. The second is top-down processes. It is a process that involves identifying a stimulus based on what people already know about the situation. This knowledge is frequently based on past experiences.

METHOD

This study used qualitative design because this study showed the students' perception in learning English through Quiz feature on Instagram stories. Regarding the observation result that almost all of the population of this research is active Instagram users, the researcher used a research sampling technique to choose the sample. By that technique, the researcher has taken only one class, XI MIPA 3 (9 males and 26 females), as the subject of this research. The students were aged around 17 to 18 years old. To answer the research question, this study used a questionnaire and interview. The questionnaire consists of two indicators of perception by Wozniak (2011). Each item of the questionnaire has five options based on Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire was delivered in offline form. The interview was conducted after the researcher collected the questionnaire results.

FINDINGS AND DISCUSSION

The results of distributing the questionnaires gain 35 active Instagram users (26 female students and 9 male students). The perception of EFL students in learning English through Quiz feature on Instagram stories was explained descriptively using percentages as follows.

Table 1. The Distribution of the Questionnaire for the First Indicator (Bottom-up Processes)

No.	Statement	Evaluation				
		SA	A	N	D	SD
1.	I feel excited when I learn English through the Quiz feature on Instagram stories.	48,6%	37,1%	14,3%	0%	0%
2.	Learning English through Quiz feature on Instagram stories is not difficult.	54,3%	42,9%	2,9%	0%	0%
3.	Learning English through Quiz feature on Instagram stories is fun.	45,7%	40%	14,3%	0%	0%
4.	Quiz feature on Instagram stories helps me to learn English.	51,4%	37,1%	8,6%	2,9%	0%
5.	Quiz feature on Instagram stories helps me to understand about the grammar.	20%	54,3%	25,7%	0%	0%
6.	Quiz feature on Instagram stories helps me to practice about the grammar.	11,4%	68,6%	17,1%	2,9%	0%
7.	Quiz feature on Instagram stories helps me to concentrate on the material.	20%	57,1%	22,9%	0%	0%
8.	I really enjoy do the quiz which offers through Quiz feature on Instagram stories.	28,6%	48,6%	20%	2,9%	0%
9.	I feel excited to do the English grammar exercise which offers through the Quiz feature on Instagram stories.	20%	62,9%	17,1%	0%	0%
10.	I can learn English through Quiz feature on Instagram stories anywhere.	31,4%	31,4%	37,1%	0%	0%

Information:

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree.

The data analysis results of statement 1 obtained responses 48,6% (17 Students) answered strongly agree, 37,1% (13 students) answered agree, 14,3% (5 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. Most students assume that they feel excited when they learn English through the Quiz feature on Instagram stories. For statement 2, it obtained responses 54,3% (19 students) answered strongly agree, 42,9% (15 students) answered agree, 2,9% (1 student) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. In this case, most students assume that learning English through Quiz feature on Instagram stories is easy to do.

The data analysis results of statement 3 gained responses 45,7% (16 students) answered strongly agree, 40% of students answered agree, 14,3% (14 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. Most students assume that learning English through Quiz feature on Instagram stories is fun. For statement 4, it obtained responses 51,4% (18 students) answered strongly agree, 37,1% (13 students) answered agree, 8,6% (3 students) answered neutral, 2,9% (1 student) answered disagree, and 0% (0 student) answered strongly disagree. It can be concluded that most, students assume that Quiz feature on Instagram stories helps the students learn English even if a student disagrees with this statement.

The data analysis results of statement 5 gained responses 20% (7 students) answered strongly agree, 54,3% (19 students) answered agree, 25,7% (9 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. It can be concluded that most students assumed that the Quiz feature on Instagram stories helps the students to understand about grammar. In statement 6, it obtained responses 11,4% (4 students) answered strongly agree, 68,6% (24 students) answered agree, 17,1% (6 students) answered neutral, 2,9% (1 student) answered disagree, and 0% (0 student) answered strongly disagree. Many students assumed that the Quiz feature on Instagram stories helps the students to practice about the grammar.

The data analysis results of statement 7 obtained responses 20% (7 students) answered strongly agree, 57,1% (20 students) answered agree, 22,9% (8 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. Most students assumed that the Quiz feature on Instagram stories helps the students to concentrate on the material. For statement 8, it gained responses 28,6% (10 students) answered strongly agree, 48,6% (17 students) answered agree, 20% (7 students) answered neutral, 20% (1 student) answered disagree, and 0% (0 students) answered strongly disagree. It can be concluded that most students assumed that they enjoyed the quiz offered through Quiz feature on Instagram stories.

The data analysis results of statement 9 obtained responses 20% (7 students) answered strongly agree, 62,9% (22 students) answered agree, 17,1% (6 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. Most students assumed that they felt excited to do the English grammar exercise offered through the Quiz feature on Instagram stories. For statement 10, it gained responses 31,4% (11 students) answered strongly agree, 31,4% (11 students) answered agree, 37,1% (13 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. It can be concluded that most students assume that they can learn English through Quiz feature on Instagram stories anywhere.

Table 2. The Distribution of the Questionnaire for the Second Indicator (Top-down Processes)

No.	Statement	Evaluation				
		SA	A	N	D	SD
11.	Quiz feature on Instagram stories offers new ways in learning English.	37,1%	45,7%	14,3%	2,9%	0%
12.	Quiz feature on Instagram stories is better than conventional ways in learning English.	14,3%	42,9%	31,4%	8,6%	2,9%
13.	Quiz feature on Instagram stories draws my attention on the material.	25,7%	42,9%	28,6%	0%	2,9%
14.	I have more chance to participate in learning English when I am using Quiz feature on Instagram stories.	22,9%	45,7%	31,4%	0%	0%
15.	I feel no pressure when I make mistakes during taking the Quiz than the conventional way.	31,4%	42,9%	22,9%	2,9%	0%
16.	I feel that Quiz feature on Instagram stories is an encouraging media to practice English because no one judges my mistakes than the conventional way.	34,3%	37,1%	22,9%	2,9%	2,9%
17.	I learn better when I use Quiz feature on Instagram stories.	31,4%	45,7%	20%	2,9%	0%
18.	I feel more interested when I use Quiz feature on Instagram stories in the lesson.	34,3%	51,4%	14,3%	0%	0%
19.	I feel that my English grammar has improved since I learn English through Quiz feature on Instagram stories.	17,1%	62,9%	17,1%	2,9%	0%
20.	I think that the Quiz feature on Instagram stories can be applied to be an English learning media.	37,1%	48,6%	14,3%	0%	0%

Information:
 SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree.

The data analysis results of statement 11 obtained responses 37,1% (13 students) answered strongly agree, 45,7% (16 students) answered agree, 14,3% (5 students) answered neutral, 2,9% (1 student) answered disagree, and 0% (0 students) answered strongly disagree. Most students assumed that the Quiz feature on Instagram stories offers new ways in learning English. For statement 12, it obtained responses 14,3% (5 students) answered strongly agree, 42,9% (15 students) answered agree, 31,4% (11 students) answered neutral, 8,6% (3 students) answered disagree, and 2,9% (1 student) answered strongly disagree. It can be concluded that many students assumed that the Quiz feature on Instagram stories is better than conventional ways in learning English; even 11,5% (4 students) disagree with this statement.

The data analysis results of statement 13 obtained responses 25,7% (9 students) answered strongly agree, 42,9% (15 students) answered agree, 28,6% (10 students) answered neutral, 0% (0 student) answered disagree, and 2,9% (1 student) answered strongly disagree. Most students assumed that the Quiz feature on Instagram Stories draws the students' attention on the material even though a student assumes otherwise. For statement 14, it gained responses 22,9% (8 students) answered strongly agree, 45,7% (16 students) answered

agree, 31,4% (11 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. Most students assumed they had more chance to participate in learning English when using Quiz feature on Instagram stories.

The data analysis results of statement 15 obtained responses 31,4% (11 students) answered strongly agree, 42,9% (15 students) answered agree, 22,9% (8 students) answered neutral, 2,9% (1 student) answered disagree, and 0% (0 student) answered strongly disagree. Many students assumed that they feel no more pressure when they make mistakes while taking the Quiz than the conventional way, even though a student disagrees with this statement. In statement 16, it gained responses 34,3% (12 students) answered strongly agree, 37,1% (13 students) answered agree, 22,9% (8 students) answered neutral, 2,9% (1 student) answered disagree, and 2,9% (1 student) answered strongly disagree. Many students assumed that they felt that the Quiz feature on Instagram stories is an encouraging medium to practice English because no one judges their mistakes more than the conventional way.

The data analysis results of statement 17 obtained responses of 31,4% (11 students) answered strongly agree, 45,7% (16 students) answered agree, 20% (7 students) answered neutral, 2,9% (1 student) answered disagree, and 0% (0 student) answered strongly disagree. Most students assumed that they learn better when they use Quiz feature on Instagram stories, even though a student disagrees with this statement. For statement 18, it obtained responses 34,3% (12 students) answered strongly agree, 51,4% (18 students) answered agree, 14,3% (5 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. It can be concluded that most students assumed that they felt more interested when they used Quiz feature on Instagram stories in the lesson.

The data analysis results of statement 19 obtained responses 17,1% (6 students) answered strongly agree, 62,9% (22 students) answered agree, 17,1% (6 students) answered neutral, 2,9% (1 student) answered disagree, and 0% (0 student) answered strongly disagree. Many students assumed that they felt that their English grammar has improved since they learned English through the Quiz feature on Instagram stories. In statement 20, it obtained responses 37,1% (13 students) answered strongly agree, 48,6% (17 students) answered agree, 14,3% (5 students) answered neutral, 0% (0 student) answered disagree, and 0% (0 student) answered strongly disagree. It can be concluded that most students assumed that they think that the Quiz feature on Instagram stories could be applied to be English learning media.

Based on the above explanation, it can be interpreted that the EFL students have a good perception of learning English through the Quiz feature on Instagram stories. It was proved by the respondents' answers in the questionnaire and interview instrument used by the researcher. If we pay attention to Table 4.1 on statement 1, 48,6% (17 students) strongly agree that the students feel excited when they learn English through Quiz feature on Instagram stories. Table 4.1 on statement 2 shows that 54,3% (19 students) strongly agree and 42,9% (15 students) agree that learning English through Quiz feature on Instagram stories is not difficult.

According to Lestari and German (2021), most participants of their research rated the Quiz feature on Instagram stories as either informative or very informative feature in EFL learning environment. It is in line with the finding in this research in Table 4.1 on statement 4, which showed that 51,4% (18 students) strongly agree that the Instagram Stories Quiz feature helped the students learn English. Connecting to Table 4.1 on statement 4, it was relevant to the data presented in Table 4.1 on statement 5, which showed that 54,3% (19 students) agree that the Quiz feature on Instagram stories helped the students understand grammar. Then, it was also relevant to Table 4.1 on statement 6, which showed that 68,6% (24 students) agree that the Quiz feature on Instagram stories helped the students to practice

grammar. It was also presented from the interview session that the students stated that the Quiz feature on Instagram stories helped them learn English independently since they would know whether their answer was correct or incorrect.

According to Lestari and German (2021), as language learning happens through an interactional process, it is essential to make sure that the feature not only guides (instructs) the learners but also allows them to interact with other learners by creating comments which are purely their own response (naturalistic). It is in line with the research finding in Table 4.2 on statement 12 that 8,6% (3 students) disagree and 2,9% (1 student) strongly disagree with the statement that the Quiz feature on Instagram stories is better than conventional ways in learning English. Connecting to Table 4.2 on statement 12, it was relevant to the data presented in Table 4.2 on statement 13, that 2,9% (1 student) disagree with the statement that the Quiz feature on Instagram stories draws the students' attention to the material. In the interview session, the students stated that it was because there is no interaction between the teacher or the tutor and the students on the Quiz feature so that they cannot be free to ask and do the consultation with the teacher or the tutor directly.

According to Erarslan (2019), Instagram positively impacted students' language learning. It is in line with the research finding in Table 4.2 on statement 17 that 31,4% (11 students) strongly agree and 45,7% (16 students) agree that the students learn better when they use Quiz feature on Instagram stories. Connecting to Table 4.2 on statement 17, it was relevant to the data presented in Table 4.2 on statement 19, that 62,9% (22 students) agree that the students feel their English grammar has improved since they learned English through Quiz feature on Instagram stories. Based on the interview results, the students stated that the Quiz feature on Instagram stories helps them learn English because it showed the correction directly, letting the participant know which one is the correct answer. So, the students know what is wrong with their answer, and then they can understand the correct one. It was also related to Pujiati et al. (2019), who stated that Instagram has successfully motivated students to learn English and improve their English competence.

According to Erarslan (2019), Instagram can enhance learning English supplementary to formal teaching by exposing the students to language while using this platform as part of their everyday practices. It is in line with the research finding in Table 4.2 on statement 20 that 37,1% (13 students) strongly agree and 48,6% (17 students) agree that the Quiz feature on Instagram stories can be applied to be an English learning media. Besides, based on the interview results, the students agreed that the Quiz feature on Instagram stories is applied as the English learning media as part of their everyday practices. Meanwhile, the conventional way in the classroom is still conducted so that they can ask directly if there are several confusions.

It is found that most students have a good perception of learning English through Quiz feature on Instagram stories. It was reflected by the high percentage of students who mostly agreed with favorable statements on the questionnaire. The researcher also classified the students' perception level according to Harackiewicz and Hulleman's theory. Harackiewicz and Hulleman (2010) explained that students have good perceptions when they feel engaged with their subject and have positive feelings toward it. The researcher also analyzed the students' perceptions based on the indicators of perception (bottom-up and top-down processes).

The first indicator of perception (bottom-up processes) was shown in Table 4.1 on statements 1 and 8 as well as Table 4.1 on statement 9 that they enjoy. Then, in Table 4.1, statements 2, 3, and 10 was showed that most of the students agree that learning English through the Quiz feature is not difficult, fun, and allows the students to learn English

anywhere. It is in line with Makodamayanti et al. (2020), who stated that social media provides virtual interaction, it reduces students' anxiety because of the enjoyable experiences provided by the media.

Besides, it also showed in Table 4.1 on statements 4, 5, and 6 that most students agree that the Quiz feature can help them learn English, understand and practice grammar. It is in accordance with Aloraini and Cardoso (2018), who stated that social media provides students with English exposure, enabling them to keep practicing their English skills. The results from the questionnaire and interview have proved that the students have a good perception based on the first indicator of the perception.

For the second indicator of perception (top-down processes), it was showed in Table 4.2 on statements 11 and 16 that most of the students agree that the Quiz feature on Instagram stories offers new ways in learning English, and the Quiz feature on Instagram stories is an encouraging media to practice English too because no one judges their mistakes than the conventional way. It is in line with Omar et al. (2012), who stated that the use of social media as a learning tool could benefit EFL students in practicing English inside and outside the classroom. Besides, in this top-down process indicator, most students assumed that this Quiz feature on Instagram stories helps the students to learn individually and independently, and also no one will judge the students even if their answers are many incorrect. Thus, learning English through Quiz feature would reduce the students' anxiety in learning English.

Based on the explanations above, it can be concluded that the students have a good perception of learning English through Quiz feature on Instagram stories. It was reflected by the high percentage of students who mostly agreed with favorable statements on the questionnaire. The researcher also classified the students' perception level according to Harackiewicz and Hulleman's theory. Harackiewicz and Hulleman (2010) explained that students have a good perception when they feel engaged with their subject and have positive feelings toward it.

CONCLUSION

Based on the findings and discussion above, it can be concluded that EFL students have a good perception of learning English through Quiz feature on Instagram Stories. It can be seen from the questionnaire results that there are 30,86% of students answered strongly agree about the 20 favorable statements of the questionnaire about the students' perception of learning English through Quiz feature on Instagram stories for EFL students. Then, 47,28% of students agreed about the 20 favorable statements of the questionnaire about the students' perception of learning English through Quiz feature on Instagram stories for EFL students. Besides, the students' good perception also showed in the students' responses. Based on the questionnaire results (point 20), the EFL students agreed that the Quiz feature on Instagram stories could be applied as an English learning media, even its implementation is not as efficient as face-to-face learning. However, implementing the Quiz feature on Instagram stories as an English learning media for EFL students also has several positive impacts as the advantages of English learning media as part of everyday practices, especially for the students.

REFERENCES

- Aloraini, N., & Cardoso, W. (2018). Social media in language learning: A mixed-methods investigation of Saudi students' perceptions. *Future-proof CALL: Language Learning as Exploration and Encounters*, 1-5.
- Brain, E. (2019). *Instagram Introduces "Quiz" Sticker Function to Stories*. Hypebeast. Retrieved from <https://hypebeast.com/2019/4/instagram-story-quiz-feature-info>.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology*, 18(3), 54-69.
- Harackiewicz, J. M., & Hulleman, C. S. (2010). The importance of interest: The role of achievement goals and task values in promoting the development of interest. *Social and Personality Psychology Compass*, 4(1), 42-52.
- Lestari, D. E., & German, E. (2021). Incorporating Instagram features in EFL learning environment. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(2), 168-180.
- Makodamayanti, S., Nirmala, D., & Kepirianto, C. (2020). The use of digital media as a strategy for lowering anxiety in learning English as a foreign language. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 4(1), 22-26.
- Pujiati, H., & Tamela, E. (2019). The use of Instagram to increase students' motivation and students' competence in learning English. In *1st International Conference on Education Social Sciences and Humanities* (pp. 651-656). Atlantis Press.
- Riastuti, R. D., Febrianti, Y., Widiya, M., & Kristiawan, M. (2022). Student perceptions of online learning during the covid-19 pandemic. *International Journal of Multicultural and Multireligious Understanding*, 9(1), 103-112.
- Robbins, S. P., & Judge, T. A. (2013). Organizational Behavior, 15th. *Shahrivar*, 13, 1393.
- Savitri, S., & Irwansyah, I. (2021). The Use of Instagram stories at the age of covid-19 pandemic. *Jurnal Aspikom*, 6(1), 182-196.
- Vázquez-Herrero, J., Direito-Rebollal, S., & López-García, X. (2019). Ephemeral journalism: News distribution through Instagram stories. *Social Media + Society*, 5(4).
- Wozniak, W. (2011). Sensation and perception (a unit lesson plan for high school psychology teachers). *American Psychological Association*.
- Yücel, K., Başer, A., & Mete, B. D. (2021). Flipped classroom using Instagram and wordpress in anatomy education. *Social and personality psychology compass* 4(1).