

**THE UTILIZATION OF INSTAGRAM ACCOUNT @GURUKUMRD AS ONLINE
MEDIA FOR STUDENTS IN LEARNING ENGLISH AT FIFTH SEMESTER IAIN
PONOROGO**

THESIS



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ABSTRACT

WULANDARI, ULFI NENI.2019. "*The Utilization of Instagram Account @Gurukumrd As Online Media for Students in Learning English at Fifth Semester of IAIN Ponorogo in Academic year 2019/2020*". Thesis. English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies of Ponorogo. Advisor : Dra. Aries Fitriani, M.Pd.

Key words: **Instagram Account @Gurukumrd, Online Media, and Learning English.**

The *Instagram* platforms provide users as the whole of media communication with a lot of activities for interaction among people, everybody can share photos and videos, exchange comment, discuss and create information and knowledge in a collaborative way. In other side the whole media communication *Instagram* can be used as learning based *e-learning* media by the existence of informative accounts about the world of education @gurukumrd, because the attractiveness of visual effect as social media platform, is share information as accurately as the world of education to their *followers*.

The objectives of this study were : (1) To describe how the students utilize *Instagram* account of @gurukumrdas online media for supporting references in learning English. (2) To describe what are the benefits of *Instagram* account of @gurukumrd as online media for students in learning English.

This research was done to the students of sixth semester at IAIN Ponorogo in academic year 2019/2020. This research employed qualitative method to explain the utilization of *Instagram* account of @gurukumrd in learning English. The data were collected by observation, interview, and documentation. Observation was applied to observe the way how the students utilize *Instagram* account of @gurukumrdas online media for supporting references in learning English. Interview was used to collect the data form the students. Documentation was applied to support the data that had been collected from observation and interview. The data were analyzed through three steps namely reduction, data display, and conclusion.

The result of this research showed that the utilization of *Instagram* account of @gurukumrd as follows : 1) The utilization of *Instagram* account @gurukumrdas online media for supporting references in learning English for students could be utilized as online media because the media is making easy as supporting media, motivating, and flexible for students, depending on their space time as supporting references in learning English outside of the class was applied. 2) The benefits of utilizing *Instagram* account of @gurukumrd gave the advantages and disadvantages impact. The media could facilitate and encouraged students to produce four skills in learning English briefly in a flexible way without any limitation. The advantages of *Instagram* are : students spending a lot of data device, where not all of place facilitated with Wi-Fi conetion, less interest in online media learning through social media. Hence, the students have different learning style, especially to motivate their self in independent learning style, determining how to learn effectively is not easy, because each individual has a different way of learning caused by differences in talent, cognitive style, personality, interests, goals, learning experiences in the past and many more.

So, from the analysis of the research above it can be concluded that the students opened the *Instagram* account of @gurukumrd in free time through their own smartphones,

and given advantages and disadvantages impact, which the media spends a lot of internet data connection and it depending on the students' learning style.



CHAPTER I

INTRODUCTION

A. Background of the Study

The development of information technology was increase rapidly in the current era of globalization has led to the sharing of changes and innovations in various fields. The trend of new era and innovations will continue to occur and develop along with the development of the times, this matter will inevitably to influence the world of education, the biggest changes include: easier to find learning resources, many choices in utilizing ICT, increasing role of media and multimedia in learning activities, learning time is more flexible, the use of e-learning based learning.¹ The use of technology gave positive and negative impact, for positive impact every people can felt more practice, flexible, economical, and developing traditional era into new digital era. The positive and the negative impact are, people more addicted in using internet, a lot of activities changed by machine, online without any limitation, decreasing real interact among people, etc.

Lee &Belz state that language learning and IT use in classroom settings has increase over the years clearly come out in favor of its beneficial effects on second language development.² using IT on learning Especially in networked collaborative interactions like emails, bulletin boards, and chat rooms has been found to promote lively exchanges between native and non-native speakers, in addition to fostering scaffolding of ideas and grammar, it's happened because internet gave the easy ways to connect interaction people around the world and by chatting online, non-native speaker could learn grammar by practicing itself, learning slang, and etc, like a native speaker. Jin &Erben also argued that the most important in using IT to foster collaborative communication among students has been shown in proficiency in all language skill areas speaking, writing, reading, and listening, including intercultural

¹Rusman, et all, *Pembelajaranberbasis TIK*, (Jakarta: PT RajaGrafindoPersada, 2013), 1.

² Tony erben, et all, *Teaching English language learners through technology*, (New York : Routledge, 2009), 81.

communication.³ By using IT in learning, students can learn by their self, have a lot of time to expand knowledge and increasing their self confidence, especially in speaking and reading in learning English language.

As well as the development in the field of communication, now social media has emerged in various function and series, for example : *Twitter, Facebook, Instagram, Tinder, Path, pinterest*, etc. one of the most popular and widely used social media today is *Instagram*. *Instagram* launched in 2010, and it has success to be the most famous and widely used social networking platforms. After 5 years launched, *Instagram* stated that over 200 million users around the world use the service to posted about 70 million photos and videos per day.⁴ *Instagram* derived from the word “insta” or instant, and “gram” derived from the word telegram, where the telegram works to send information to others as quickly as possible,⁵ it can be interpreted as an application sharing photos and videos using an internet connection, so that the information you want to convey can be received quickly. These platforms provide users with a lot of activities for interaction among people, where everybody can share photos and videos, exchange, comment, discuss and create information and knowledge in a collaborative way. By using social media, people can create personal pages and connect with friends to share content, for those reasons social media has been popularly used by people in recent years.

Based on the first observation, the popularity of social media is also felt by young people including students. Students might spend their time almost around the clock to use social media by their laptop or smart phone, they may have their own account to interact with their friends and social interaction among people.⁶ *Instagram* can be used as learning based *e-learning* media, it's can be proven by the existence of informative accounts about the world of education, like : @skinnyfabs, @gurukumrd, @ venna_syifaa, @walkietalkies121, etc. First factor user become an *Instagram*'s content creator is because the attractiveness of visual

³ibid

⁴John D. Boy, "How to Study the City on Instagram," *Plos One*, 10 (research article, University of Amsterdam, Amsterdam, June, 2016), 1.

⁵*Instagram*, (online), <https://id.m.wikipedia.org/>, accessed on Friday 23rd November 2018

⁶ First observation at fifth semester of IAIN Ponorogo , 30 Nov- 4 Dec 2018

effect from there as social media platform, to share information as accurately as the world of education to their *followers*.

One of the famous account English informative content creator is Denis, or as we known as @gurukumrd, an actor from USA and now transforms to be a teacher in some school In Indonesia. The reason Dennis created *Instagram* account is because he likes to teach and share in learning language, especially in English, he thought of a new method to teach English in unusual way. Dennis has more than 1 million followers and posted about 396 photos and videos.⁷ Dennis explains about vocabularies include how to pronouncing, correcting grammar in song, silent letter, general mistake, and etc, he always explains material in unique expression, by this strategy viewer felt more easier to understand the material and practicing the correct word in the daily activities.

Based on the result of an interview in the fifth grade of English department IAIN Ponorogo, utilizing *Instagram* as online learning media has a lot of advantages and disadvantages, that are students to be smarter in using *Instagram*, not only just to share their activities but also *Instagram* could be used as learning media based e-learning where the students can use the informative content to support lectures' theory outside of the class, moreover learning and discussing packaged attractively by the current millennial era, unlimited time, flexible, and other than that, utilizing *Instagram* to supporting lecture's theory in class could help with the informative account existence, for example in grammar and phonology's lesson, students can learn to pronounce, intonation stress and justified their pronunciation from the real native speaker through @gurukumrd 's account.⁸ Learning theory through social media especially in *Instagram* also has a weakness, where the content is very random, spending a lot of data device, not all students like an online learning style spending time to facing their *gadged* or laptop, students felt passive and etc.⁹

⁷Profil @guruku_mr.d, (online) <https://gurukuseru.com/> accessed on Saturday 23rd November 2018

⁸ Interview with mauidrobiansyah, fifth students' of English department IAIN Ponorogo, Monday 3rd December 2018

⁹ Interview with luluk, fifth semester of English department IAIN Ponorgo, Tuesday 4th December 2018

Furthermore, the students have a different perspective in utilizing @gurukumrd's account to supporting reference outside of the class from *Instagram* as online media language learning, because every student has different learning style there are : visual learner, auditory learner, and tactual learner. The style mentioned has different emphasizing, although merged all of them is the best way, but in certain moment students will use one of another style.¹⁰Because of this, this research aims to describe how do the students utilize and what are the benefit of *Instagram* account @gurukumrd as online media language learning. By the phenomenon above, the researcher take title "THE UTILIZATION OF INSTAGRAM ACCOUNT@GURUKUMRD AS ONLINE MEDIA FOR STUDENTS IN LEARNING ENGLISH AT FIFTH SEMESTER OF IAIN PONOROGO"

B. Research Focus

This research focus on how the students utilize and what the benefit following *Instagram* account @gurukumrdas online media for supporting reference outside of class in learning English at fifth semester of IAIN Ponorogo in academic year 2019.

C. Statement of the problems

Based on the background of study above, the statements of the problem are formulated as follows :

1. How do students utilize *Instagram* account @gurukumrdas online media for supporting references in learning English?
2. What are the benefits of *Instagram* account @gurukumrd as online media for students in learning English ?

D. Objective of the study

The objectives of the study are :

¹⁰Rusman,et all, *Pembelajaranberbasis TIK* (Jakarta: PT RajaGrafindoPersada, 2013), 33.

1. To describe how the students utilizing *Instagram* account @gurukumrdas online media for supporting references in learning English
2. To describe what the benefit of *Instagram* account @gurukumrd as online media for students in learning English.

E. Significance of the Study

Based on the result of the study can give some benefit to student, teachers, and account @gurukumrd :

1. For Teacher

From the result of the research, the English teachers know the benefit of *Instagram* as online media learning English, sharing knowledge not only inside of the class, but also teachers can share her/his knowledge outside of the class by using social media . utilizing *social media* in learning process, teacher can make this to facilitate students, for example : speaking practice and upload the video into *instagram* account, improve vocabulary by using picture on the *feeds*, etc.

2. For Students

Students not only use the *Instagram* social media, but also use *Instagram* as learning media base e-learning for supporting references in learning language, especially in learning English. Because there are so many informative contents from *Instagram* that can be used outside of the class without any limitation, students can learn language from native speaker via online and practice the new knowledge by their self to developing their speaking ability, so students can be more confident to speaking English in formal-informal, inside of the class when teacher compulsory to speak English or in daily activities outside of the class.

3. Readers

Instagram is a media social, but it will become an online media learning if user can utilize it into smart way, to learning language by following account which is contain an informative content or native speaker, listening

debate, English content, etc. From there, the readers as *Instagram* user can practice the new language by using *Instagram* application and supporting references inside or outside of the class without any limitation.

F. Organization of the thesis

In the systematic discussion, the researcher will describe the relevant language flow of the research to be written. The discussion in this study will be divided into six chapters. At the beginning before the first chapter, the researcher will include the cover or page title, counselor approval sheet, authorization page, motto, abstract, preface, table of contents, and transcript list of interviews at the end.

Chapter I : Introduction

This chapter contains an introduction which will explain the background of the problem raised by the researcher, then focus the research, formulate the problem, the purpose and benefits of the research, and complete the systematic discussion.

Chapter II : Previous Research Finding And Theoretical Framework

In this chapter, we will review the results of previous studies in accordance with the research, study the theory that will describe variables, including *Instagram*, accounts @gurukumrd, Online media, and learning English.

Chapter III : Research Method

In this research method chapter will be described about the approach and type of research that is Qualitative descriptive, the presence of researchers as passive participation, research locations located at Ponorogo IAIN, data and data sources from fifth semester students of Tadris English Department, procedures for collecting data using interviews and documentation, data analysis techniques through data reduction, data display, and data verification, then check the validity

of the findings by using data triangulation, and the steps that will be carried out by the researcher.

Chapter IV : Findings

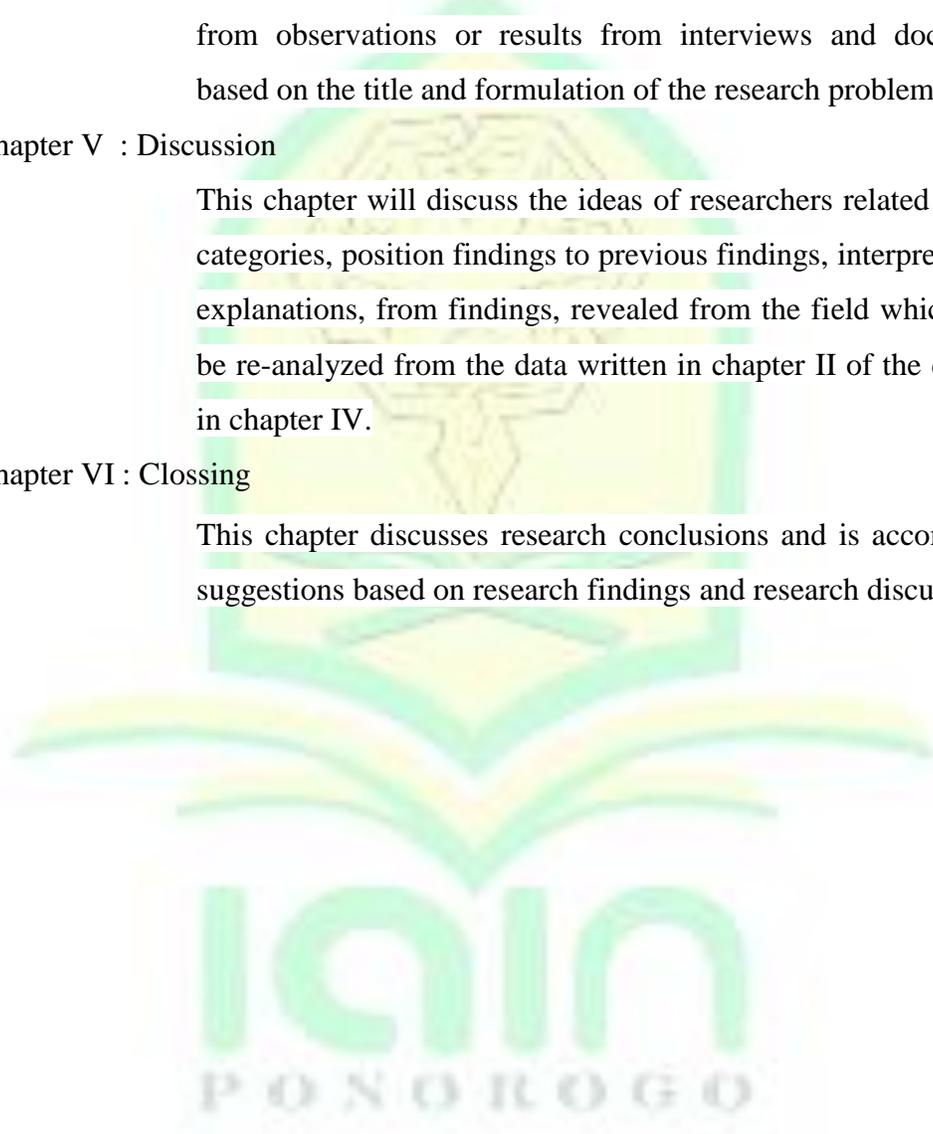
In the findings of this study, the researcher described general data contains a description of the location profile of the study (IAIN Ponorogo), and specific data containing findings obtained from observations or results from interviews and documentation based on the title and formulation of the research problem.

Chapter V : Discussion

This chapter will discuss the ideas of researchers related to patterns, categories, position findings to previous findings, interpretations, and explanations, from findings, revealed from the field which will then be re-analyzed from the data written in chapter II of the data written in chapter IV.

Chapter VI : Closing

This chapter discusses research conclusions and is accompanied by suggestions based on research findings and research discussions.



CHAPTER II

PREVIOUS RESEARCH FINDING AND THEORETICAL FRAME WORK

A. Previous Research Finding.

Several studies on *Instagram* account analysis have been studying and carried out in fields other than education, but research on an analysis of students' perspective on the use of *Instagram* account as online media for English language learning is still very rare, even nonexistent. Therefore further research is needed, both complementary and new research. The previous researchers are relevant to this research and can be used as a literature review, that are :

First, Wally, E. & Koshy, S. (2014) International Business Research Conference, World Business Institute Australia, Australia : “*The use of Instagram as a marketing tool by Emirati female entrepreneurs: an exploratory study*”. This exploratory study is aimed at understanding the experiences of Emirati business women who chose *Instagram* to market their small business, nine successful businesswomen were identified and their experiences by using *Instagram* was analyzed. The study found that *Instagram* is effectively used by Emirati women entrepreneurs as specific marketing strategies were created to ensure brand awareness and customer engagement. This study uses a mixed method, which Primary data collection was done through in depth interviews, and the Secondary data was collected from academic and trade journals, books, databases and newspaper reports. This research used a Grounded Theory approach, where open and selective coding was done to identify theoretical samples.¹¹

Second, Rizki Apriliana Dwi Asmara, (2018). “*Pengaruh Penggunaan Media Sosial Instagram Terhadap Perilaku Konsumtif Mahasiswa Pengguna Instagram Jurusan Ilmu Al – Qur’an dan Tafsir IAIN Ponorogo Tahun 2018*”. Thesis, Communication and Islamic broadcasting, Ushuluddin faculty, Institut Agama Islam Negeri (IAIN) Ponorogo. This research aims to know : (1) the level of *Instagram* user especially

¹¹Wally, E. & Koshy, S, “The use of Instagram as a marketing tool by Emirati female entrepreneurs: an exploratory study,” (Thesis, International Business Research Conference, World Business Institute Australia, Australia, 2014).

students at Al-Qur'an science and exclamation passage major IAIN Ponorogo academic year 2018. (2) consumptive behavior level students at Al-Qur'an science and exclamation passage major IAIN Ponorogo academic year 2018. (3) the utilization influence of *Instagram* toward consumptive behavior students at Al-Qur'an science and exclamation passage major IAIN Ponorogo academic year 2018. The study adopt an action research design within the quantitative research and collect the data by using questionnaire. Analyzing data by using simple linier regression, the population from the research is active students from Al-Qur'an science and exclamation passage major amount 117 and 35 sample students who have *Instagram* account.¹²

Third, Thesis Ayuni Akhlar, Al-Amin Mydin & Shaidatul Akma Adi Kasuma (2017) School of Languages, Literacies and Translation School of Educational Studies, Universiti Sains Malaysia, Malaysia: "*students' perceptions and attitudes towards the use of instagram in english language writing*". This study examines university students' perceptions and attitudes towards the use of *Instagram* in English language writing. Like other social networking sites (SNS), the design of *Instagram* promotes community-centeredness, and supports the dissemination of authentic content that creates opportunities for meaningful interactions among language learners. The closed-items analyzed quantitatively using mean scores, while the open-ended items were analyzed both quantitatively (mean scores) and qualitatively (content analysis).¹³

Last, Journal by Candradewi Wahyungraeni, "Students' perspectives toward the use of instagram In writing class", Tidar university, Indonesia. This study presents the students' perspectives of using *Instagram* in doing their writing assignments. Qualitative research method in the form of case study is conducted to obtain the data. Sixty students of writing class are employed as participants in this study. The result reveals that the students' perspectives cover two aspects that include benefits and barriers of using *Instagram*. One of the benefits shows that participants have positive perspectives of using *Instagram* in their writing assignments. Participants view that *Instagram* is a valuable social network platform that motivate them to write better.

¹²Rizki Apriliana Dwi Asmara, "Pengaruh Penggunaan Media Sosial Instagram Terhadap Perilaku Konsumtif Mahasiswa Pengguna Instagram Jurusan Ilmu Al – Qur'an dan Tafsir IAIN Ponorogo Tahun 2018," (Thesis, KPI IAIN Ponorogo, Ponorogo, 2018).

¹³Ayuni Akhlar, Al-Amin Mydin & Shaidatul Akma Adi Kasuma, "students' perceptions and attitudes towards the use of instagram in english language writing," (Thesis, Universiti Sains Malaysia, Malaysia, 2017)

However, the participants face challenges in using *Instagram* for their writing assignments. The overall contribution of this article is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using *Instagram* in writing class.¹⁴

Therefore in this research, researcher has different research from the previous research, the research aims to know and describe the utilization of *Instagram* account @gurukumrd, by applying and what the benefit of the account as online media for supporting references in learning English outside of the class.

B. Theoretical Frame Work

1. Online Media

Based on the *Kamus Besar Bahasa Indonesia (KBBI)*, media is a communication tools or facilities such as newspapers, magazines, radio, television, films, posters and banners, and the media also means mediator, schackle, etc. Online in Indonesian is called "Daring", therefore online media also called as media Daring.¹⁵ Media stands for mass communication media in the field of science mass communication has certain characteristics, such as publicity and periodicity,¹⁶ and Online means in the network, connected through computer networks, the internet, and so on. Thus, in language, online media or online media are media in networks that are connected through computer and internet networks. In this case online media can also be interpreted as a means of online communication, so e-mail, mailing lists, websites, blogs, *WhatsApp*, and social media are included in the online media category.

One of the most common online media designs applied in modern journalistic practices today is in the form of news sites. The news site or information portal as the name suggests is a gateway to information that allows access to information to get various features of online technology facilities and

¹⁴Candradewiwahyuangraeni, "Students' perspectives toward the use of *instagram* In writing class", (journal, Tidar university, Indonesia)

¹⁵Online media, (online), <https://kbbi.kemdikbud.go.id/entri/online> accessed on Saturday 24th November 20018

¹⁶M. Romli, Asep Syamsul. *Jurnalistik Online: Panduan Praktis Mengelola Media Online* (Bandung, Nuansa Cendekia, 2012), 34.

news inside. The content is a combination of interactive services related to information directly, such as direct responses, article searches, discussion forums, etc, or that has nothing to do with it, for example games, chat, quizzes, etc.

a). *Instagram*

Instagram derived from the word “insta” or instant, and “gram” derived from the word telegram, where the telegram works to send information to others as quickly as possible,¹⁷ it can be interpreted as an application to sharing photos and videos which user possible to take photos, take videos, applying digital filter, and sharing into various social media services by using an internet connection, so that the information you want to convey can be received quickly. These platforms provide users with a lot of activities for interaction among people, where everybody can exchange, comment, discuss, create information and knowledge in a collaborative way by sharing photo and videos.

Instagram was launched on 6th October 2010 designed by Kevin Systrom and Mike Kriger (Burbn, Inc.)¹⁸, From the *instagram* statistic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (*Instagram* 2013). For now, *instagram* can take many functions: create accounts, post content (pictures or 1 minute videos), apply filters, add captions, tag users, add locations, add *hashtags*, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) *hashtags/users*.¹⁹

¹⁷Rizki Apriliana Dwi Asmara, “Pengaruh Penggunaan Media Sosial Instagram Terhadap Perilaku Konsumtif Mahasiswa Pengguna Instagram Jurusan Ilmu Al – Qur’an dan Tafsir IAIN Ponorogo Tahun 2018,” (Thesis, KPI IAIN Ponorogo, Ponorogo, 2018).

¹⁸*Instagram*, (online), <https://id.m.wikipedia.org/wiki/instagram>, accessed on Saturday 23rd February 2019

¹⁹Fitri Handayani, “Instagram as a teaching tool? Really?”, (journal, universitas mahaputramuhammadiyah aminsolok, 2016), 3

1) Features in *Instagram*.

There are many features in *Instagram* which user can applying all features, but here is a general features that user probably used:

a). *Instagram* profile interface.

Displaying information about user profiles, includes biography, circular profile photo, number of posts, and the number of users' follower / following count. The "+ Follow" option permits users to following other users and stay updated on latter's posted rom following content.

b). Profile content.

This part provides viewers or followers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to tapping on any photo. The photo being chosen is displayed clearly in a larger version, then the viewers or followers can like the photo, leave a comment, or read previously posted comments. In this part also displays how many people "liked" the photo, the caption of the photo, and comments appended below the photo's caption.

c). Navigation tools

There are the five icons at the bottom of each page in the *instagram*'s screen :

(1) home page or feed

This part, user can see what are the followers and following posted at the time, what the caption, how many user liked, and comments in the post.

(2) Searching or explore page

By clicking explore page, user could find another user's account by write down the user name on the top of searching tool, and user can find what is the most popular post that people liked and view.

(3) Camera symbol (posting page)

From the features here, the user not only uploading photos/videos, but also user can capturing/recording moment inside the application then editing the photo/videos by applying different manipulation tools in 16 filters, in order to transform the appearance of an image, which is a place for users to polish photos that are taken through the device's camera. Here user will find 10 advanced tool editors to rearrange lighting, contrast, and saturation as easily as moving your fingers. In the latest update, *Instagram* no longer requires a box-faced photo, but it supports portrait and landscape options. Provides flexibility to users when they want to share photos with a larger lens capture angle.

While posting photos or videos, users can tag photos which include adding location, tagging friend as key words tags to photo. The users also can add captions, hastags (#)fence symbol to describe the pictures and videos, and tag or mention other users by using (@) at symbol, this is very effective to create a link from posts to the referenced user's account before posting the photos and videos.

(4) notification symbol

from the symbol here, the user will get a notification if there are user like, comment, tagging, another user in what user have post and in another follower post.

(5) profile page

In *instagram*, when user follows another users it called as a "friends", and if the users following a *instagram* user are called as "followers". A user can set privacy preferences to whom his/her post only can be looked by his/her followers. When the other users want to follow, they require approval from the user to be his/her follower. Not only see the latest photos and videos from all their friends, listed in reverse chronological order, but also user can favorite or comment on the other user posts.

d) Integration to social networks

As already mentioned, *Instagram* also allows users to share photos or video to other social networks such as Facebook, Twitter tumblr and flicker. If this tool is activated, every time a photo is shared, *Instagram* will automatically share it with the connected social network.

2). How to use *Instagram*

First, download the *Instagram* application from the Google Play Store or the App Store if you use the *iOs* device. After downloading now run the application on your mobile. Register an account first using a valid email or if you want an easier one you can log in using a Facebook account. Click the Facebook login, then when a popup window appears please enter your Facebook email and password,

- a) When you enter successfully, complete your profile first. Tap the rightmost menu, then tap edit your profile and complete your information there,
- b) Next look for new friends, still the menu has a magnifying glass icon then type the name of the user you want to find, for examples @gurukumrd
- c) Click on the profile of the user if you want to make friends, then tap follow to become their followers,
- d) If you following the account, you are already to learn English material directly in your feed or timeline,
- e) if you want to post o sharing photos and videos rom @gurkumrd's content, you can tap the camera icon located in the middle of the menu then select one of the three options, gallery, photos or videos.

3). @gurukumrd

Dennis or we can call @gurukumrd, he has been an English teacher in Jakarta since 2013. Born in America and before moved to Indonesia he was an actor in Los Angeles, After several years in Los Angeles pursuing a career as an actor, Dennis wanted to travel the world, because of this he decided to start teaching a number of students in America and looking for work as a teacher outside of America. When he had the opportunity to come to Jakarta to teach,

Dennis immediately moved to Jakarta, and teaching in Indonesia still now. Throughout his life, Dennis was very interested in learning languages. In 2016 he thought how to teach English out of the box, exciting and in not boring way, So he decided to create an *Instagram* account as @gurukumrd on 21st July 2015.²⁰

In *Instagram* there are many user who created informative account and post about English content, like @skinnyfabs, @venna_syifa @walkietalkies121, etc, but the reason of choosing @gurukumrd here is because he is a native speaker, consistent in posting English lesson, the lesson consist all of four skills in learning English, not only have account to sharing knowledge but also he open an English course in several location in Indonesia, the reason also can see on how many account following his account it is also as an evidence how many people trust him as informative and creative content creator, and etc. Until now @gurukumrd post about 462 photos and videos, 1,3 million followers and 1,059 thousand following.

For the students, *Instagram* mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in , *Instagram* app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the , *Instagram*. From that picture, it can describe everything which does not need to be mentioned in words. *Instagram* becomes a wonderful place for them to share feelings and situations through pictures. Besides, they like to do interaction with their friend by posting something and commenting photos from their friends. In fact, *Instagram* is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using, *Instagram* outside of the class. *Instagram* can become a great educational tool that makes the educational process unique, interesting, and insightful.

²⁰Profil @gurukumrd, (online) <https://gurukuseru.com/> accessed on Saturday 24th November 20018

4). Advantage and disadvantage of *Instagram*

In utilizing social media *Instagram* as online media learning for students constitute as knife which has two eyes, where students can utilize in smart way that contains a positive impact or just utilize the toll as social media. *Instagram* here have an advantages and disadvantages that user will feel, there are :

a). Advantages

Instagram seems to be a perfect tool to support learning English for the following reasons :

- (1) It offers a plethora of contextualized visual data that can provide aid in language classroom,
- (2) Using *Instagram* outside of the class can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints,
- (3) *Instagram* is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment.

Finally, ease to access to *Instagram* and availability in most handled devices makes it more inviting to consider this platform for use in language classroom.

Rusman stated that the use of the internet or *Instagram* as online media learning has several advantages as follows:

- (1). It is possible for the distribution of education to all corners of the country and unlimited tapping capacity because it does not require classrooms,
- (2). Available access around the globe,²¹
- (3). The learning process is not limited by time as well as ordinary face to face,

²¹Rusman ,et all, *Pembelajaran berbasis TIK* (Jakarta: PT RajaGrafindoPersada, 2013), 271

- (4). Students can choose topics or teaching materials that are in accordance with their individual desires and needs,²²
- (5). The duration of study also depends on each ability,
- (6). The accuracy and current learning material,
- (7). Learning can be done interactively, so that it attracts students; and allows interested parties (parents of students and teachers) to be able to participate in the success of the learning process by checking tasks done by students online.²³

(b). Disadvantage

In this case the use of the internet or *Instagramas* online media learning has several disadvantages as follows:

- a. Spending a lot of internet data,
- b. Lack of real social life aspects,²⁴
- c. Depending on the independence of learning motivation,
- d. Information between humans is directly irreplaceable,
- e. Not all places are facilitated by the internet network.²⁵

2. Learning English

a. The definition of learning

According to Douglas, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.²⁶Based on Dale Schunk's book, Learning involves acquiring and modifying knowledge, skills, strategies, believes, attitudes, and behavior .²⁷ The meaning of learning is the acquisition of knowledge or skills through experience, study, or by being taught.Learning is important things in all process of human life, especially in

²² Ibid,271

²³Ibid, 293

²⁴ ibid, 274

²⁵ Ibid, 293

²⁶Jeremy harmer, *How to teach English*, (oxford : person education limited, 207), 11

²⁷ Dale h schunk, *LEARNING THEORIES : an educational prespective – 6thed* , (Boston : pearsonrducationinc, 2012), 2

the whole of education, to get a lot of information or getting knowledge, ideas or information from what the teacher had taught.

b. The four language skill in learning English

When we talk about learning language, we should have four language skill on there, they are : listening, speaking, reading, and writing. We can further distinguish the skill by stating that listening and speaking are oral skills while reading and writing are written skills. We can also distinguish between the skills and their direction. Listening and reading are receptive skill, because the focus is on receiving information from an outside source, and then speaking and writing are productive skill, because the focus is on producing information.²⁸

1) Listening

Listening is a way that learners receive and process information. Hearing is different from listening, Hearing refers to the actual perception and processing of sound.²⁹ In order to be able to listen in class, children need to be able to hear. The impulse has come from second language acquisition research into the role input gained from listening can have a key role in language acquisition,³⁰ so the development of effectives strategies for listening becomes important not only for oracy but also for the process of acquiring language.

The possible purpose of listening includes : to engage in social rituals,to exchange information, to exert control, to share feeling, to recognize function, and to deduce meaning, etc.³¹

2) Speaking

When people try to speak, they experiment and play with the utterances that are made to from words and phrase. The relationship

²⁸ Caroline lines, *Practical English language teaching*, (New York : McGraw-Hill, 2005) , 24

²⁹ Ibid, 25

³⁰ Tricia hedge, *Teaching and learning in the language classroom*, (UK : Oxford University press, 2004), 229

³¹ Ibid, 243

between listening and speaking is clear, because they are both oral skills. By listening people are preparing to replicate the sounds when they speak.

There are several quite simple strategies which could be explicitly learn in early stage of learning : the way of opening a conversation in order to get practice with other learners, the ways of asking for repetition, the ways of checking that someone has understood, the ways of getting information, the ways of keeping a conversation going, etc. ³²

3) Reading

Reading is described as a dynamic relationship with a text as the reader “struggle” to make sense of it. In trying to create meaning from the text you were undoubtedly involved in an active process, a process which called “psycholinguistic guessing game”.³³ From this perspective, reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author.

The light of insight of reading process and into how successful readers interact with text, a set of general learning goal for reading component of an English Language course could includes :

- a. To be able to read a range of text in English,
- b. To adapt reading style according to range of purpose and apply different strategies,
- c. To build knowledge of language, which will facilitated development of greater reading ability,
- d. To build schematic knowledge in order to interpret texts meaningfully,
- e. To develop awareness of the structure of written texts in English and to be able to make use of rhetorical structure, discourse features, and cohesive device in comprehending text,
- f. And to take critical stance to the content of texts.³⁴

³² Ibid, 303

³³ Ibid, 188

³⁴ Ibid, 205

4) Writing

The process view of writing sees as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text.³⁵ It involves a number of activities : setting, goals, generating ideas, organizing information, selecting appropriate language, making draft, reading and reviewing it, then revising and editing. The purpose in writing includes : Planning Ideas, revising text, and producing text.

c. Learning strategy

Determining how to learn effectively is not easy, because each individual has a different way of learning caused by differences in talent, cognitive style, personality, interests, goals, learning experiences in the past and many more.

1) Cognitive strategies.

Cognitive strategies are thought process used directly in learning which enable learner to deal with the information presented in task and material by working on it in different ways.³⁶ For examples : repetition (imitating a model), writing things down, inferencing (making guesses about the form or meaning of a new language item).

2) Metacognitive strategies

Metacognitive strategies involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning, and evaluation of how successful learning has been after working on language in some way.³⁷ So, when learner's comments on their written work, or review the notes they made during the class, they are using cognitive strategies.

3) Communication strategies

A further category sometimes included in frameworks of learner strategies is that of communication strategies. When learners use gesture, mime,

³⁵Ibid, 303

³⁶Ibid, 77

³⁷Ibid, 78

synonyms, paraphrases, and cognate words from their first language make themselves understood and maintaining conversation, despite the gaps in their knowledge of the second language, they are using communication strategies.³⁸The value of these is that they keep learners involved in conversations through which they practice the language.

4) Socio-affective strategies

In order the word those which provide learners with opportunities for practice.³⁹ Examples include initiating conversations with native speakers, using other people as informants about the language collaborating on tasks, listening to the radio or watching tv programs in the language, or spending extra time in the language laboratory.

5) Setting goal and objectives

Setting aims for language learning, including long-term goals such as being able to use language for formal conversation by the end of the year, or short-term objective such as finishing reading a short story.

6) Self-monitoring

Identifying errors in understanding or producing the new language, determining which one are important, tracking the source of important errors, and trying to eliminate such errors.

d. Learning English through @gurukumrd 's content

There are several ways and contents in utilizing *Instagram* account @gurukumrd in learning English for supporting references outside of the class in four skill, includes :

1) Listening skill

Learning English through @gurukumrd 's content in listening skill could be proven by utilizing content like :

³⁸ Ibid 78

³⁹ Ibid, 79



Mr. D isn't posted about listening material, but students can learn about listening skills by using listening the content which contain a conversation or story. In here students or learner can learn the listening skill by listening his conversation post using English language by reading and comparing the subtitle which under mentioned bellow the videos, so the students be able to appropriating the mentioned word, for example the word "give" and in English pronounce "giv", over that the students not only learning the English course but also reinforce both of the lesson or course and listening skill.

2) Speaking skill

Learning English through @gurukumrd 's content in speaking skill could be proven by utilizing content like :



In supporting speaking lesson outside of the class, students can utilize video posted like “bedanyapengucapan”, then practice directly and making sentence by mentioned words, in other that the word will be easily and strong to remember, for example the word “heal”, “this medicine heal me from the pain on my knee”.

3) Reading skill

Learning English through @gurukumrd ‘s content in reading skill could be proven by utilizing content like :



content which contain how to pronounce word, bedanyapengucapan, tips bahasainggris, etc. In here students or learner can utilize all the suitable videos or photos content to support speaking skill outside of the class, by practicing how to pronounce word live, life, lives, laugh, etc, and making one sentence from the word mentioned, for example, “we laugh even she making a joke”, pronounced to be “wilaugivensi making a jok”.

4) Writing skill

Learning English through @gurukumrd ‘s content in writing skill could be proven by utilizing content like :



Mr. D isn't posted about writing material, but students can support the writing skills outside of the class by using all of the suitable content, the content which contain bedanyapengucapan, tips bahasainggris, tutorial be, English contraction words, and etc. In here students or learner can utilize all the suitable videos or photos content to support writing skill outside of the class, for example the post tip bahasainggris here about time : in vs on vs at, the students can practice by making sentence from the videos like “the graduate ceremony will be held on Wednesday 2nd July 2019, at 08.00 – 12.30”, in other that the word will be easily and strong to remember.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research derived the word from “*re*” mean again or back, and “*search*” mean searching or examining in accurate and careful to trying or proving.⁴⁰ In order way the word research means a study or investigation which planning to do in care, systematic, patient way in one knowledge field, which to do to founding new fact or principle.

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.”⁴¹ In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.

This research applies qualitative research. Qualitative research is research which aims to understand the phenomenon experienced by the subject of research. The qualitative research focuses on behaviors, perceptions, motivations, actions, etc. holistically by means of descriptive in a special context that is natural without human intervention and by optimally utilizing various scientific methods commonly used.⁴² This means that qualitative research studies thing in their natural setting, attempting to make sense of, or interpret, phenomenon in terms of the meanings people bring to them.

Qualitative research is frequently done in the form of descriptive research. Descriptive research is the research to describe the process, condition, and characteristic of an event. Suharsimi and Rikunto stated that “*Penelitian deskriptif tidak dimaksudkan untuk menguji hipotesis tertentu,*

⁴⁰ Restu Kartiko Widi, *Asas Metodologi Penelitian* (Yogyakarta: Graha Ilmu, 2010), 41.

⁴¹ CR katohari, *research methodology methods and techniques*, (New Delhi : new age international (p) limited publishers, 2004), 31

⁴² M junaidighony, et all, *metode penelitian kualitatif*, (Jogja : ar-ruzz media, 2012), 29

tetapi hanyamenggambarkanapaadanyatentagsuatu variable”, its mean that the descriptive research was not intended to examine a hypothesis, but just give an explanation about the reality of phenomena from the research itself. The research design of this research using case study as qualitative research design, case study is a research that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the“case”).⁴³ In addition, a case study can result in data from which generalizationsto the theory are possible.

Connecting with the theories above, the researcher organized the research to describe the utilization of *instagram* account @gurukumrd as online media for students in learning English at fifth semester of IAIN Ponorogo. The researcher played a role as observer and interviewer.

B. Researcher’s Role

Matthew B miles and Michael huberman stated that, the characteristic of Qualitative research is conducted through an intense and prolonged contact with a field situation, the researcher’s role is to gain a holistic overview of the context under study, attempts to capture data on the perceptions of local actors from the inside.⁴⁴

In this research, the researcher has a role as passive participants. It means that the researcher presented at the scene of action but does not participate in the action of the activity (planner, collector, and data analyzer), in the end the researcher report the result of the research from on the utilization of *instagram* account @gurukumrd as online media for students in learning English at fifth semester of IAIN Ponorogo.

C. Research Location

The researcher select fifth semester of English department of IAIN Ponorogo, it is located at Jl. Pramuka 156 Ponorogo. The reason for selecting the students because the fifth semester has a big potential in gathering the data, sometimes the

⁴³ AryDonald, et all, *introduction to research education* (USA : wadsworth, 2010), 2009

⁴⁴ Mathew B. miles and Michael huberman. *An expanded source book Qualitative data analysis* (California : SAGE, 1994), 6

students have to submit the task and independent learning by utilizing the smartphones, uploading the speaking task in through a social media, searching reference in learning speaking and listening content, which almost of the students have a social media account, In other that the fifth semester exist a phonology lesson, so they can utilize @gurukumrd for supporting reference in justified their pronunciation and intonation stress from native speaker, so how the students utilize their social media into an advantage way from their social media account.

D. Data Source

Data source is a method of collecting the data during the course of doing experiments in an experimental research, the task of data collection begins after a research problem has been defined and research design/plan chalked out.⁴⁵In case the researcher do the descriptive research, which the type and perform surveys, whether sample surveys or census surveys, the method of data collection to be used for the study :

1. Primary Data Source

The primary data is a method of collecting the data through observation or through direct communication with respondents in one form or another or through personal interviews.⁴⁶The primary data source is the subject where come from obtainable information, It means the researcher observing and interviewing the fifth semester of English department who use or have *instagram* account and following @gurukumrd's account.

2. Secondary Data Source

Secondary data means data that are already available, refer to the data which have already been collected and analyzed by researcher.⁴⁷The secondary data of this research are taken from written materials namely books, thesis, journals, and articles related to the topic, the data will be record in the form of written note and

⁴⁵ CR katohari, *research methodology methods and techniques*, (New Delhi : new age international (p) limited publishers, 2004), 95

⁴⁶ *ibid*, 96

⁴⁷ *Ibid*, 111

taking the document and photos from the students of fifth semester of English department IAIN Ponorogo.

E. Technique of Data Collection

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways that are used by researcher to get data in research. The techniques of data collection in this research are:

1. Observation

Observation is a gathering data by visiting the research location and observing the location, subject, action, place, time, purpose, and all the activities related to the indispensable data by the researcher.⁴⁸The researcher using observation technique to describe a specific of data collection strategy that will be used in qualitative research. The researcher observed the fifth semester of English education at IAIN Ponorogo to get the data how students utilize *Instagram* account @gurukumrd as online media for supporting references in learning English.

2. Interview

In general, interview involves asking question and gathering answer from participants in a study. In qualitative studies, interviews often take place while one is a participant observer, although people in the setting may not realize that the informal conversations they have been engaged in are interviews. In the field it is sometimes possible to arrange interviews with people whom the researcher believes may add to her or his understanding of the phenomenon being studied.⁴⁹

his research using a depth interview, according to Sutopo, depth interview is the process of obtaining information for research purposes by way of question and answer face-to-face between interviewers and respondents or interviewees, with or without using an interview guide (guide) where interviewers and informants are involved in relatively long social life.⁵⁰It means the researcher will interview the *instagram* users and followers from @gurukumrd at fifth semester of

⁴⁸M junaidighony, et all, *metodepenelitiankualitatif*, (Jogja : ar-ruzz media, 2012), 165

⁴⁹Rusman, et all, *Pembelajaranberbasis TIK* (Jakarta : PT RajaGrafindoPersada, 2013), 175

⁵⁰ Depth interview, (online) ,<https://qmc.binus.ac.id/2014/10/28/in-depth-interview-wawancara-mendalam/> accessed on Sunday 9th December 2018

IAIN Ponorogo to get data how the students utilize *Instagram* account @gurukumrd as online media for supporting references in learning English, and what the benefit of *Instagram* account @gurukumrd as online media for students in learning English outside of the class.

3. Documentation

The term document to refer to material such as photographs, videos, films, memos, letters, diaries, clinical case record, and memorabilia of all sorts that can be used as supplemental information as part of case study whose main data source is participant observation or interviewing.⁵¹

In this research, the researcher took documentation by taking photos, the screen shoot from the students' devices account even the students searching, following, and watching the videos from @gurukumrd's content as online media language learning.

F. Technique of Data Analysis

Miles and Huberman stating that qualitative data analysis use words that are always arranged in a text that is expanded or described. Data analysis is the process of systematically searching and arranging the interview transcript, field note, and other material that researcher accumulate to increase of researcher understanding of the research and to enable researcher to present what researcher have discovered to other.⁵²The data analysis in this researcher was descriptive, the purpose of this research was to describe research finding elaborately. From the data that had been gotten by doing observation, interview, and documentation, and the next step that must be done by the researcher was analyzing the data and presented in a good form. There are the three techniques of analysis data in qualitative methods :

1. Data Reduction

Data reduction is a process to select, focus, simplify, summarize, code, abstract, and transform the data that appear in written-up field notes or

⁵¹ Ibid, 199

⁵² Ibid, 306

documentation in teaching and learning process.⁵³ By this process, the researcher may focus on the data that will be reduced is the data related to the statement of the problems the utilization and the benefit the *Instagram* account @gurukumrd as online media for supporting reference in learning English outside of the class.

2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action.⁵⁴ In this stage the researcher organizing the data into pattern, explaining, configurations, and relationship, all the data staking to merging information compiled in the one pattern and easier to be understand.

3. Data Verification

Data verification as brief as a fleeting second thought crossing the analysis mind during writing, with a short excursion back to the field notes, or it may be thorough among colleagues to develop replicate a finding data in other data set.⁵⁵

By using the data here, the research will find the conclusion the form of the statement of the problem the utilization and the benefit the *Instagram* account @gurukumrd as online media for supporting reference in learning English outside of the class.

G. Checking validity

To guarantee the data validity, the researcher use the Triangulation to checking the data. Triangulation is a near talismanic method of confirming findings. stripped to its basic, triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contract it.⁵⁶ According to Denzin, there are four type of triangulation, triangulation by data source (which can include persons,

⁵³Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (California: Sage Publications, Inc., 1994), 11.

⁵⁴ Ibid, 11

⁵⁵ Ibid, 11

⁵⁶ Mathew B. miles and Michael huberman. *An expanded source book Qualitative data analysis* (California : SAGE, 1994), 266

times, place, etc), by method (observation, interview, document, by researcher (investigation A,B, etc) and by the theory.⁵⁷

In this stage, the researcher do triangulation data from the source. Its means comparing and cross-checking data collected through observations at different times or different place, or interview data collected from people with different perspective or from follow-up interviews with the same people. Step triangulation from the data source :

1. Comparing observational data with interview data,
2. Comparing with what people say in public with what they say in private,
3. Checking for the consistency of what people in a situation say about this situation over time,
4. Comparing the perspectives of people from different points of view – staff views ,client views, funder views, and views expressed by people outside the program, where those are available to the evaluator, and,
5. Validating information obtained through interviews by checking program documents and other written evidence that can corroborate what interview respondents report.⁵⁸

H. Research Procedure

There are some procedures should the researcher do. They are planning, applying, and reporting, as follow :

1. Planning

This procedure included arranging the researcher plan, choosing the research location, choosing and using information, preparing instruments for observation and collecting the data, preparing the research design to obtain the data at fifth semester of IAIN Ponorogo.

2. Applying

The procedure includes :

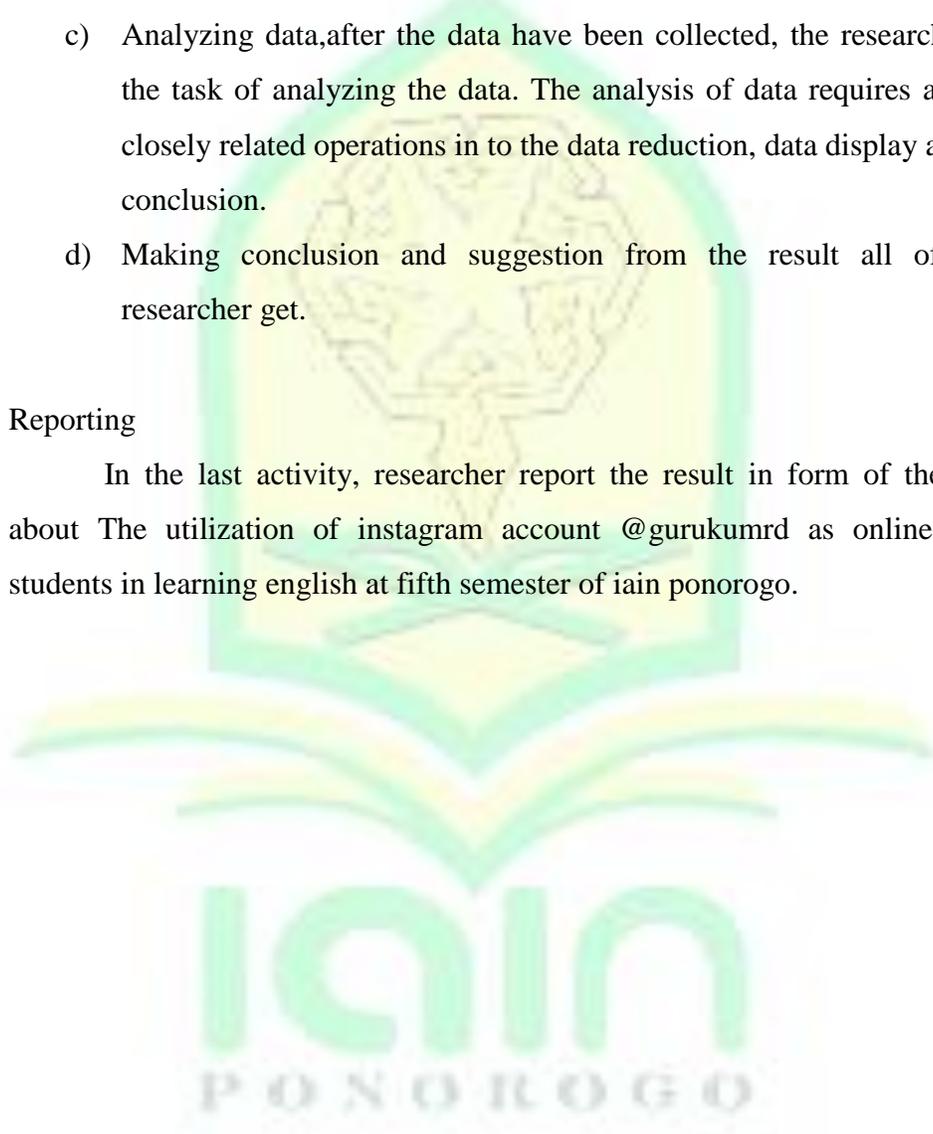
⁵⁷ Ibid, 267

⁵⁸ Rusman, et all, *Pembelajaranberbasis TIK* (Jakarta: PT RajaGrafindoPersada, 2013), 322

- a) The process of observation at fifth semester of IAIN Ponorogo will be done twice in a week, where the researcher will be observed on Monday 15th until 29th April 2019.
- b) The process of interview at fifth semester of IAIN Ponorogo, which will be going in twice in one weeks, where the researcher will be observed on Tuesday 30th until Wednesday 8th May 2019.
- c) Analyzing data, after the data have been collected, the researcher turns to the task of analyzing the data. The analysis of data requires a number of closely related operations in to the data reduction, data display and drawing conclusion.
- d) Making conclusion and suggestion from the result all of data that researcher get.

3. Reporting

In the last activity, researcher report the result in form of thesis writing about The utilization of instagram account @gurukumrd as online media for students in learning english at fifth semester of iain ponorogo.



CHAPTER IV RESEARCH FINDINGS

A. General Data

1. The history of State of Institute of Islamic Studies Ponorogo.

The existence of IAIN Ponorogo is inseparable from the Abdul Wahhab Syari'ah Academy (ASA) as its embryo, which was founded on February 1, 1968 on the idea of KH. Syamsuddin and KH. Chozin Dawoedy. The academy was then nominated on 12 May 1970 to become the Faculty of Shari'ah IAIN Ponorogo Sunan Ampel led by R.M.H. Aboe Amar Syamsuddin by holding a Bachelor Program. Then it grew and developed in 1985/86 by holding a Complete Bachelor (S-1) program by opening the Qodlo Department and Muamalah Jinayah.⁵⁹

Based on the demands of the development and organization of Higher Education, the Presidential Decree of the Republic of Indonesia Number 11 Year 1997 was issued concerning the Establishment of the State Islamic College. Since then all the faculties within the IAIN which are located outside the parent, changed to the State Islamic College (STAIN) and are no longer a part of IAIN Sunan Ampel Surabaya. STAIN is autonomous and is a separate organic unit within the Ministry of Religion (currently: Ministry of Religion) led by a Chair responsible to the Minister of Religion. Functional development of STAIN is carried out by the Directorate General of Islamic Institutions of the Ministry of Religion

The inauguration of the status change was marked by a ceremony held by the Indonesian Minister of Religion in Jakarta. After the inauguration ceremony, there was automatically a separation and transfer of principle between the Chancellor of the IAIN and the Chair of the STAIN respectively. Starting in the academic year 1997-1998 all STAIN administration, education, staffing, and financial affairs were fully managed autonomously by each STAIN. STAIN Ponorogo is one of the regional Faculties, namely the Syari'ah Faculty of IAIN Sunan Ampel in Ponorogo, which was converted into the State Islamic College. STAIN Ponorogo which was established on March 21, 1997 AD, to coincide with the 12ths of Dzulqaidah 1417 H. With this change of status, STAIN Ponorogo can open three Departments

⁵⁹Bukupedoman profil IAIN Ponorogo, downloaded from www.iainponorogo.ac.id, 4

namely the Shari'ah Department, Tarbiyah Department, and Ushuluddin Department STAIN Ponorogo Existence ends in 2016 along with the transfer of status to IAIN Ponorogo.⁶⁰

In 2016, based on Perpres 75 of 2016, STAIN Ponorogo officially became IAIN Ponorogo. The purpose of this status transfer is that higher education does not only provide professional and academic education within the scope of a particular scientific, technological or artistic discipline, but more broadly it can carry out professional and academic education in a group of similar scientific, technological or artistic disciplines. In addition to increasing quantity, the existence of study programs in the IAIN Ponorogo environment has also increased in quality. In 2015, accreditation of new study programs that were two years old and also reaccreditation for old study programs had been carried out. As a result, five new study programs were successfully accredited B and five old study programs were accredited B.

Furthermore, in 2016, the institution - originally named STAIN Ponorogo - has received B accreditation from BAN-PT according to SK Number: 1146 / SK / BAN-PT / Accredited / PT / VII / 2016. Due to the transfer of status from STAIN Ponorogo to IAIN Ponorogo, then BANPT conducts surveillance. As a result, the Ponorogo IAIN institution was again declared accredited with the title B.⁶¹

2. The Vision and Mission of State of Institute of Islamic Studies Ponorogo (IAIN Ponorogo)
 - a. Vision

As a center for Islamic studies and development which is superior in the framework of realizing civil society.
 - b. Mission
 - 1) Produce scholars in Islamic sciences who excel in material studies and research.
 - 2) Produce scholars who are able to realize civil society

⁶⁰ Ibid, 7

⁶¹ Ibid, 8

3) Produce scholars with character and tolerance.⁶²

3. Campus facilities

Until 2016 IAIN Ponorogo has two main campuses and two boarding campus (ma'had). The first campus is located on Jalan Pramuka 156, Ronowijayan Village, Siman District, Ponorogo Regency. The campus that stands in the + 3.5 hectare area consists of seven lecture buildings, two office buildings, one centralized library, one mosque, and one postgraduate building. In 2016, IAIN Ponorogo has built a second campus, which is located in the village of Pintu Jainer District, Ponorogo Regency. The second Campus, which stands on 11 hectares of land, office space building, 3 lecture buildings for the Shari'ah Faculty, Ushuluddin, Adab, and Da'wah Faculties, and Economics and Business Faculty, which will be built by other campus facilities such as mosques, libraries, sports arenas, stadiums, and various other educational centers.⁶³

4. The history of English department IAIN Ponorogo

The Tadris English Study Program was established in 2007 based on the Decree of the Director General of Islamic Education No. DJ. I / 178/2007. In accordance with PMA 36 of 2016, graduates of the Tadris English Study Program get an academic degree Bachelor of Education (S.Pd.). English Tadris Study Program has been accredited by BAN-PT with Value B Rating Based on Decree Number: 1011 / SK / BAN-PT / Accredited / S / IX / 2015, which is valid from 2015 to September 19 2020. Graduates of the English Tadris Study Program are projected as an English teacher in junior and senior high school, who has a good personality, creative, innovative, and responsible for the knowledge he has. Besides that, it can also be a translator who is able to apply the basic principles of translation theories that can be accounted for in their accuracy, redundancy, and excellence.

⁶² Ibid, 9

⁶³ Ibid, 64

- a. The vision of the Tadris English Study Program is
"As a center for education and teaching of competitive and Islamic English teacher candidates in 2018".
- b. The mission of the Tadris English Study Program are :
 - 1) Organizing education and teaching to produce professional and responsible educators and education professionals in the field of English language education;
 - 2) Carrying out education and teaching that balance the dimensions of knowledge, skills, and personality based on Islamic values;
 - 3) Carrying out research and and community service in the field of education and teaching of English which can be utilized by stakeholders based on high dedication and commitment in the dissemination and implementation of English education;
 - 4) Establishing cooperation at the national, regional and international scale in the development of English language education and teaching.⁶⁴

B. The Specific Data

1. The data about how do students utilize *Instagram* account @gurukumrdas online media for supporting references in learning English?

Based on observation on 20th April 2019 about the activities carried out in accessing *Instagram* isn't a new thing for academic students, on average they accessing online activities about 3-6 time, and the online average is only a few minutes depending on what students need. The purpose of accessing *Instagram* is just for an entertainment and sharing their daily life, while the most widely used media is through their mobile phone. The development of advanced technology makes social media capable of supporting users to be more sensible in socializing the media, by the presence of users or content creators who provide posts in the real of education, namely media as an online learning language @gurukumrd, but not all students like audio-visual learning style learning, especially those based on

⁶⁴ Ibid, 20

online media. some students consider this to be more practical and not monotonous way, coupled with the style of @gurukumrd which adds an element of comedy in it so that it is able to attract more viewers to learn and practice it directly in real live.

- a. The process of utilizing *Instagram* account @gurukumrd based on observation on Monday 19th April 2019. As follow :
 - 1) Enter into *Instagram* application,
 - 2) If the student already following @gurukumrd account, the video is directly available in the timeline or feed,
 - 3) But if the students doesn't following @gurukumrd's account, the students have to search the account in the searching icon, then write down the user name "@gurukumrd", click the profile and then the new user ready to utilize the videos content they want,
 - 4) Students watching the video content at the moment. Several students liked the video by double taping on the video or clicking the heart icon in the bottom of video posted,
 - 5) Based on the observation, the students directly practice the material in the videobymaking sentence, practice by making conversation in pair, and sharing the videos in their social media account (whatsapp, instagram, facebook, twitter, etc)

Theutilizationinstagram account @gurukumrd as online media according to ApriskaArdiliaPutri students of TBI A, as follow:

"I utilized this account as online media for supporting references in learning English such as learn how to pronounce some words that maybe sometimes we don't realize if that was wrong, not only learning the grammar use from his content #gurukufixme, but also I got a lot of English tips from this account".⁶⁵

⁶⁵ Interview with ApriskaArdiliaPutri, sixth semester of English department A class IAIN Ponorgo, Tuesday 23rd April 2019

While the result of interview with Amelia candricasanah, students of TBI C class said that :

"Usually when there is an interesting video I can do 2-3x stalking the account to learn from his content, but it depends on my free time, because even though I hold my cellphone it is also quite rare to play *Instagram*, because I also less interested in online learning".⁶⁶

While some students stated that :

"I used @gurukumrd as my lecture at home by watching the videos, when I don't understand about my lecture explanations, enhancing listening skills, and vocabulary mastery. All of this I did by frequently visit to his account and then sharing the video into my own media social story".⁶⁷

The result from the informants above it can be said that, the utilization of *Instagram* account @gurukumrd as online media for supporting references in learning English outside of the class are, the students can learn about grammar content, correcting their own pronunciation, learning English tips by practicing the material at time by their own or by pairing with their desk mate. The account can be utilize as online teacher, where students can reviewing the material explanation inside of class, enhancing listening and vocabulary mastery, at the end some students always sharing the material they got from @gurukumrd's account to their own social media story.

2. The data about what are the benefits of *Instagram* account @gurukumrd as online media for students in learning English outside of the class

Every technique in teaching learning process always has advantages and disadvantages. Based on the observation in the classroom, and by the interview

⁶⁶ Interview with Amelia candricasanah, sixth semester of English department C class IAIN Ponorgo, Monday 22nd April 2019

⁶⁷ Interview with sixth semester of English department class IAIN Ponorgo, Monday 22nd April 2019

with the students, there are several advantages of utilizing informative account @gurukumrd as supporting online media outside of the class:

b. Advantages

According to an interview with Yazidamirunnafis students of TBI A class, as follow :

“We can know the native speaker when learning English so we can know the difference between our teacher, also we can know the important thing which relate with learning English. We don't have to read book, funny and understandable content, the way he packages the material suits on my jam, by giving examples and real life conversation make my English speaking better, up to date, the material i think is regularly used can be saved, i can learn English anywhere anytime”.⁶⁸

According to Priyopambudhi's opinion, students TBI B :

“The advantages from the *instagram* account @gurukumrdare, we can get more information about English apart from textbooks, we can learn English in a more fun way, because we don't feel we are learning under pressure. There are lots of useful content for us to learn, the explanation is quite short and clear so that I can remember English lessons easily. In addition, in my personal opinion, learning English through online media such as *Instagram* account accounts is very effective and efficient because we can learn English wherever and whenever through *Instagram* on a smartphone”.⁶⁹

While some students stated that :

“By learning from the content uploaded on both *Instagram* and *Youtube*, i learn so many things, without any regularly chapter like in course books. Learning English from @gurukumrd makes me felt more comfort and I'm not under pressure, because I learn when I want to, the way @gurukumrd explains is really fun and easy to catch. By leaning

⁶⁸ Interview with Yazidamirunnafis, sixth semester of English department A class IAIN Ponorgo, Tuesday 23rd April 2019

⁶⁹ Interview with Priyopambudhi, sixth semester of English department B class IAIN Ponorgo, Thursday 2nd May 2019

material from the account, I can fix my pronunciation in my speaking skill, and I helped in using the right grammar position both my speaking and writing skill activity, I got motivation too, especially in using English in to daily conversation, which is in speaking we don't need too deep to choose the right grammar position, the right language composition, but we only need to talk, if we thought it will be stuck, so just talk, talk, talk, and talk".⁷⁰

From the result of interview above it can be said that, the advantages are the students get more information to support material inside of the class, because mr.d is a native speaker, so the student felt save and helped, because they learn directly from native speakers. Several students feel that they are made easy, effective and efficient in learning. In this case they have a wise nature in the use of social media, because students are able to utilize social media, which is a tool for sharing personal life but can be utilized as an online learning media that is very useful to support learning outside the classroom. *Instagram* very flexible as online learning media, where students can learn whenever they want, fixing pronunciation from real native speaker. Mr. D explained in a fun way, so the material easy to catch, meanwhile not all students like online learning, moreover the media used is social media, where students also have the opportunity to open the application, and content from the account that they may find less attractive, and easier or familiar with learning styles and students relied on books as a supporting media that is more important. By utilizing several informative account in *Instagram*, students can learn by their self. According to Cobine, Through independent study, students become doers, as well as thinkers.⁷¹ In the use of the internet as a learning media, students can act as a researcher, become an analysis, not just consumers of information.

⁷⁰ Interview with sixth semester of English department class IAIN Ponorgo, wednesday 24th April 2019

⁷¹ Rusman ,et all, *Pembelajaranberbasis TIK* (Jakarta: PT RajaGrafindoPersada, 2013), 278

c. Disadvantages

There are several disadvantages of utilizing informative account @gurukumrd as supporting online media outside of the class, according to an interview with Irkhamnanoorisambarstudents of TBI C class, as follow :

“The shortcomings of the *Instagram* account as an online media for learning English is a very short, I mean the duration, so when I feel need for further explanation I have to constrain by a predetermined duration. He teaches in funny ways and it is fun, but in some videos there are too many that sometimes make us focus on his comedy, the nature is too over and sometimes the language used is incomprehensible, and also too fast to pronoun the words”.⁷²

According to Alvianaturpamungkas students o TBI B, as follow :

“I have to use my data when I want to learn, can’t find material that I need directly, because what I get depends on what Mr.D uploaded on his account, I think his Indonesian is not good, we have to use *Instagram*. He is a native speaker so maybe only social climbing to be more famous than to educate people in Indonesia, because many Indonesian lack of attention”.⁷³

While some students stated that :

“I less interested with online media, because *Instagramis* under excitation to be as online media. University students have a lot of requirement, whenI don’t have quota (device data),there is no signal, I don’t have much money, the Wi-Fi is error, so what should I do?, and not all students like online learning too, moreover the media used is social media, where students have the opportunity too to open the application, and content from the account that they may find less attractive, and easier or familiar

⁷² Interview with Irkhamnanoorisambar, sixth semester of English department C class IAIN Ponorgo, Tuesday 22nd April 2019

⁷³ Interview with Alvianaturpamungkas, sixth semester of English department B class IAIN Ponorgo, Thursday 2rd May 2019

with learning styles and students relied on books as a supporting media that is more important”.

From the result of interview above can be said that, the disadvantages are the students have to spend a lot of internet data or connection when the students want to learn from the account. Sometimes Mr. D not only brought the material in a fast and with unclear language, but also the duration that is an obstacle to heavy material so that the students become less cleared and satisfied, if they switch to the *Youtube* content, then they have to use more internet data connections. Not all students like this media as a learning media, because not all the material in the class can be shared with this account, students also cannot get the material they want can appear directly, because what they get depends on what Mr.D uploaded in his account. Based on the observation on Monday 19th April 2019 students better to open up books as a supporting media that is more important than open up their smart phones to facilitate social media as online media learning.



CHAPTER V

DISCUSSION

In this chapter the researcher discussed the result of the research based on the statement of the problems. The result of the researcher was taken from the observation, interview and documentation. The researcher discussed the result of the researcher about the utilization of *Instagram* account @gurukumrd as online media for students in learning English at Fifth semester of IAIN Ponorogo in academic year 2019/2020.

A. The Analysis about how the students utilize of *Instagram* account @gurukumrd as online media for supporting references in learning English

According to Rusman, learning is an activity that can be done by psychologically and physiologically.⁷⁴ Activities that are intended are for example activities of thinking, understanding, concluding, listening to studying, comparing, distinguishing, revealing, analyzing, and so on. Whereas physiological activities are activities that are processes of application or practice, for example conducting experiments or experiments, exercises, practical activities, making works (products), appreciation, etc. Douglas said that, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction⁷⁵. The meaning of learning is the acquisition of knowledge or skills through experience, study, or by being taught. Learning is important things in all process of human life, especially in the whole of education, to get a lot of information or getting knowledge, ideas or information from what the teacher had taught.

The mobile applications era derived many language instructors to investigate the use of software designed for social media as tools for academic purpose, in order to generate activities for their studies in online learning. The increasing of social media applications makes learning possible and convenient for students to carry their phones everywhere, the electronic devices empower students to share many types of media such as videos, images and links to interactive activities. One example social media to be trending user now is *Instagram*, is a social media application where allow users to share

⁷⁴Rusman ,et all, *Pembelajaranberbasis TIK* (Jakarta: PT RajaGrafindoPersada, 2013), 7

⁷⁵Jeremy harmer, *How to teach English*, (oxford : person education limited, 207), 11

photos and videos from their mobile phones, 'follow' other users and see a feed of the photos and other content that were chosen to be shared. *Instagram* can be used as learning based *e-learning* media, it's can be proven by the existence of informative accounts about the world of education, one of the famous account English informative content creator is Denis, or as we known as @gurukumrd, an actor from USA and now transforms to be a teacher in some school In Indonesia.

By using this media, students more facilitated in supporting reference outside of the class, the media also give changes for students, where students can take their time to utilize social media in a positive way. Based on the observation and interview sixth semester of IAIN Ponorogo, students utilized this account as online media for supporting references in learning English in a way as fixing pronunciation, not only learning the grammar content #gurukufixme, but also students got a lot of English tips from @gurukumrd account. The learning strategy above deal with Tricia hedge's argument that by Self-monitoring it can Identifying errors in understanding or producing the new language, determining which one are important, tracking the source of important errors, and trying to eliminate such errors.⁷⁶

Refers to the result of interview, students used @gurukumrd account as their lecture at home by watching the videos, when they don't understand yet about lecture's explanations, enhancing listening skills, and vocabulary mastery, according to Cobine, Through independent study, students become doers, as well as thinkers.⁷⁷ In the use of the internet as a learning media, students can act as a researcher, become an analysis, not just consumers of information, Beside that the use of internet-based learning media has a positive effect on the ability of students to understand with indicators of students who have broader knowledge, and can have a critical attitude.

The results of this study show a positive impact and do not have a dependency principle in using social media as learning media online, based on data generated from the interview "Usually when there is an interesting video I can do 2-3x stalking the account to learn from his content, but it depends on my free time, because even though I hold my cellphone it is also quite rare to play *Instagram*, because I also less interested in online

⁷⁶ Tricia hedge, *Teaching and learning in the language classroom*, (UK : Oxford University press, 2004), 19

⁷⁷ Rusman ,et all, *Pembelajaran berbasis TIK* (Jakarta: PT RajaGrafindoPersada, 2013), 278

learning”.By clicking the profile content icons, provide viewers or followers to scroll down the profile, viewers may see all profile photos appear together. For a closer look, viewers have the option to tapping on any photo. The photo being chosen is displayed clearly in a larger version, and followers watching the videos chosen then practice the material directly. This is also relevance with Rusman argument that The duration of study also depends on each ability, because outside of the classroom, they also have another assignments as university students, so that media that is in need with tasks and flexibility is the media that becomes an attraction for them.

Based on the data analysis above, it can be conclude that the media are making easy as supporting media, motivated, and flexible for students, depend on their space time as supporting references in learning English outside of the class.

B. The analysis about what are the benefits (advantages and disadvantages) of *Instagram* account @gurukumrd as online media for students in learning English

1. Advantages

Every media that used in learning process always had advantages. Based on the observation and interview with students of sixth semester of English department IAIN Ponorogo had some advantages as the reason for utilizing *instagram* account @gurukumrd.

First, in listening skill. Based on interview data some student said that by leaning material from the account, students can fix a listening skill better by listen all of the material that @gurumrd post. @gurukumrd isn't posted about listening material, but students can learn about listening skills by listen the content which contain a conversation or story. In here students or learner can learn the listening skill by listening his conversation post using English language by reading and comparing the subtitle which under mentioned bellow the videos, so the students be able to appropriating the mentioned word, for example the word “give” and in English pronounce “giv”. According to Tricia hedge's book said that, the possible purpose of listening are to engage in social rituals, to exchange information, to exert control, to share feeling, to recognize function, and to deduce meaning, etc. Mover that the students not only learning the English course, but also reinforce both of the

lesson or course in listening skill, listening is a way that learners receive and process information, and hearing is different from listening, Hearing refers to the actual perception and processing of sound. In order to be able to listen in class, children need to be able to hear. The impulse has come from second language acquisition research into the role input gained from listening can have a key role in language acquisition, so the development of effective strategies for listening becomes important not only for orally but also for the process of acquiring language.

Second, in speaking skill. When people try to speak, they experiment and play with the utterances that are made to from words and phrase. The relationship between listening and speaking is clear, because they are both oral skills. By listening people are preparing to replicate the sounds when they speak. According to interview students of sixth semester, @gurukumrd is a native speaker, by giving examples and real life conversation make their English speaking better, fixing pronunciation in speaking skill, and I helped in using the right grammar position both speaking and writing skill activity. Students got motivation too, especially in using English in to daily conversation, which is in speaking students didn't need too deep to choose the right grammar position, the right language composition, but they only need to talk, if they thought it will be stuck, so just talk, talk, talk, and talk. In this case, students hope that they can have a native speakers as their lectures in the classroom, so that they can learn directly with native speakers how to speak like a native, this is accordance with the learning strategy described in Tricia hedge's book that Socio-affective strategies in leaning, In order the word those which provide learners with opportunities for practice.⁷⁸ Examples include initiating conversations with native speakers, using other people as informants about the language collaborating on tasks, listening to the radio or watching television programs in the language, or spending extra time in the language laboratory. In profile content icons, provides viewers or followers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to tapping on any photo. The photo being chosen is displayed clearly in a larger version, then the viewers or

⁷⁸ Tricia hedge, *Teaching and learning in the language classroom*, (UK : Oxford University press, 2004), 79

followers can like the photo, leave a comment, or read previously posted comments. In comment content facilitated students to discuss, giving suggestion, critic, and other request to @gurukumrd to post other English lesson and tips, where sometimes @gurukumrd replied comments and make discussion to their followers.

There are several quite simple strategies which could be explicitly learn in early stage of learning : the way of opening a conversation in order to get practice with other learners, the ways of asking for repetition, the ways of checking that someone has understood, the ways of getting information, the ways of keeping a conversation going, etc. In supporting speaking lesson outside of the class, students can utilizing video posted like “bedanyapengucapan”, then practice directly and making sentence by mentioned words, in other that the word will be easily and strong to remember, for example the word “heal”, “this medicine heal me from the pain on my knee”, by giving examples and real life conversation make students’ speaking better, so they can learn English anywhere and anytime they want.

Third, in reading skill. Tricia hedge state that, Reading is described as a dynamic relationship with a text as the reader “struggle” to make sense of it. In trying to create meaning from the text you were undoubtedly involved in an active process, a process which called “psycholinguistic guessing game”. From this perspective, reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author. Based on observation data, the advantages of learning English through @gurumrd content, the students can know the important thing which relate with learning English, learning a lot of English tips that can be used in reading skill, listen @gurukumrd pronunciation, practice new words by making sentence, and fixing pronunciation. @gurukumrd isn’t posted about reading material, but students can support the reading skills outside of the class by using speaking material content, the content which contain how to pronounce word, bedanyapengucapan, tips bahasainggris, etc. In here students or learner can utilize all the suitable videos or photos content to support speaking skill outside of the class, by practicing how to pronounce word live, life, lives, laugh, etc, and making one sentence from the word mentioned, for example, “we laugh even she making a joke”, pronounced to be “wilaugivensi making a jok”. More over students feel better in their

reading skill, their general goal in learning English especially in speaking and reading skill, according to Tricia hedge, the general learning goal for reading component of an English Language includes :

- a. Students able to read a range of text in English,
- b. Could adapt reading style according to range of purpose and apply different strategies,
- c. Could build knowledge of language, which will facilitated development of greater reading ability,
- d. Could build schematic knowledge in order to interpret texts meaningfully,
- e. Could developing awareness of the structure of written texts in English and to be able to make use of rhetorical structure, discourse features, and cohesive device in comprehending text,
- f. And could take critical stance to the content of texts.

Fourth, in writing skill. Writing is the process view of writing sees as thinking, as discovery, by utilizing @gurukumrd content, students linking up all of the material that they got from the content in to writing skill. @gurukumrd doesn't posted about writing material, but students can support the writing skills outside of the class by using all of the suitable content, the content which contain bedanyapengucapan, tips bahasainggris, tutorial be, English contraction words, and etc. In here students or learner can utilize all the suitable videos or photos content to support writing skill outside of the class, for example the post tip bahasainggris here about time : in vs on vs at, the students can practice by making sentence from the videos like "the graduate ceremony will be held on Wednesday 2nd July 2019, at 08.00 – 12.30", in other that the word will be easily and strong to remember. Tricia hedge argue, writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text, it involve a number of activities : setting, goals, generating ideas, organizing information, selecting appropriate language, making draft, reading and reviewing it, then revising and editing. The purpose in writing includes : Planning Ideas, revising text, and producing text.

Last, in general learning English language. Based on the interview data, students gave several advantages reason in utilizing @gurukumrd contents :

- a. Students don't have to read book, just utilize the account students can get more information about English apart from text books, without any regularly chapter like in course books
- b. @gurukumrd brought the English content in a funny and understandable way, so the students don't feel learning under pressure,
- c. the way @gurukumrd packages the material suits on students jam,
- d. Up to date,
- e. A lot of English tips that can be used to supporting reference in learning English,
- f. The explanation is quite short and clear so the students remember English lessons easily and the material is regularly used can be saved,
- g. students can learn English anywhere anytime they want to,
- h. There are lots of useful content to learn,
- i. Students got extra motivation in speaking in a real daily life,
- j. effective and efficient because students can learn English wherever and whenever through *Instagram* on a smartphone.

Rusman stated that the use of the internet or *Instagrams* online media learning has several advantages as follows:

- a. It is possible for the distribution of education to all corners of the country and unlimited tapping capacity because it does not require classrooms,
- b. Available access around the globe,
- c. The learning process is not limited by time as well as ordinary face to face,
- d. Students can choose topics or teaching materials that are in accordance with their individual desires and needs,
- e. The duration of study also depends on each ability,
- f. The accuracy and current learning material,
- g. Learning can be done interactively, so that it attracts students; and allows interested parties (parents of students and teachers) to be able to participate in the success of the learning process by checking tasks done by students online.

From the result data above it can be conclude that the advantages of utilizing *Instagram* account @gurukumrd in earning English is very flexible, because *Instagram* is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed, include on their learning process can be seen as a form of applying topics learned in class in real life environment, where the media can help students, motivated, support the students in learning English outside of the class.

2. Disadvantages

Every media that used in learning process always had disadvantages. Based on the observation and interview with students of sixth semester of English department IAIN Ponorogo had some disadvantages as the reason for utilizing *instagram* account @gurukumrd :

First, the short comings of the *Instagram* account as an online media for learning English is a very short (the duration), so students need for further explanation to constrain by a predetermined duration. *Instagram* just facilitated user to share videos content in 1 minute posted, but the new version of *instagram* facilitate user to post more than 1 photos or videos in one feed or post, so if the user want to post a video in 5 minute duration, the user should cut the video in to 5 part and upload all the part in one feed by giving mark in the post directions. Out of this, the newness *Instagram* version facilitated user to share users' videos in to *Instagram* television feature, where the user can share videos in a long duration user wants without any limitation time, and pin up the features content in to highlight profile user. Otherwise to use the newness version of *Instagram* itself, user will spend a lot of data device (quota) and high network more than usual, where to utilize the features not all of place will facilitate and support signal device, high network and Wi-Fi connections, as we know that University students have a lot of requirement, so they have to think anymore if they want to buy a lot of internet data device to facilitate them in online learning, so some students open up their books as supporting media reference is more important than utilizing their social media account.

Second, students can't find material that they need directly, because what students get depends on what @gurukumrd uploaded. The material what @gurukumrd is very random, sometimes students doesn't get the material what they want to learn, so this one is very influence to the learning motivation students. Beside that the account just a personal account, will be better as social online media learning if @gurukumrd create new account as real learning media to support material in learning English outside of the class.

Third, @gurukumrd is a native speaker so maybe only social climbing to be more famous than to educate people in Indonesia, because many Indonesian lack of attention. As we know that in Indonesia every unique and odd thing as fast as easy to be viral on social media, especially *Instagram* in now day almost every nation used the media as sharing media.

Last, some students less interested with online media, because *Instagram* is under excitement to be as online media, moreover the media used is social media, where students have the opportunity too to open the application, and content from the account that they may find less attractive, and easier or familiar with learning styles and students relied on books as a supporting media that is more important. Moreover not all of students like learning through media online, determining how to learn effectively is not easy, because each individual of students has a different way of learning caused by differences in talent, cognitive style, personality, interests, goals, learning experiences in the past and many more, the way one students said that the media are very interesting, motivated, flexible, etc as online media learning, its different to one student that said that the media spends a lot of data device, doesn't enough yet to be online media learning, where they know that a lot of online media learning that more effective and efficient as online media learning to support material outside of the class.

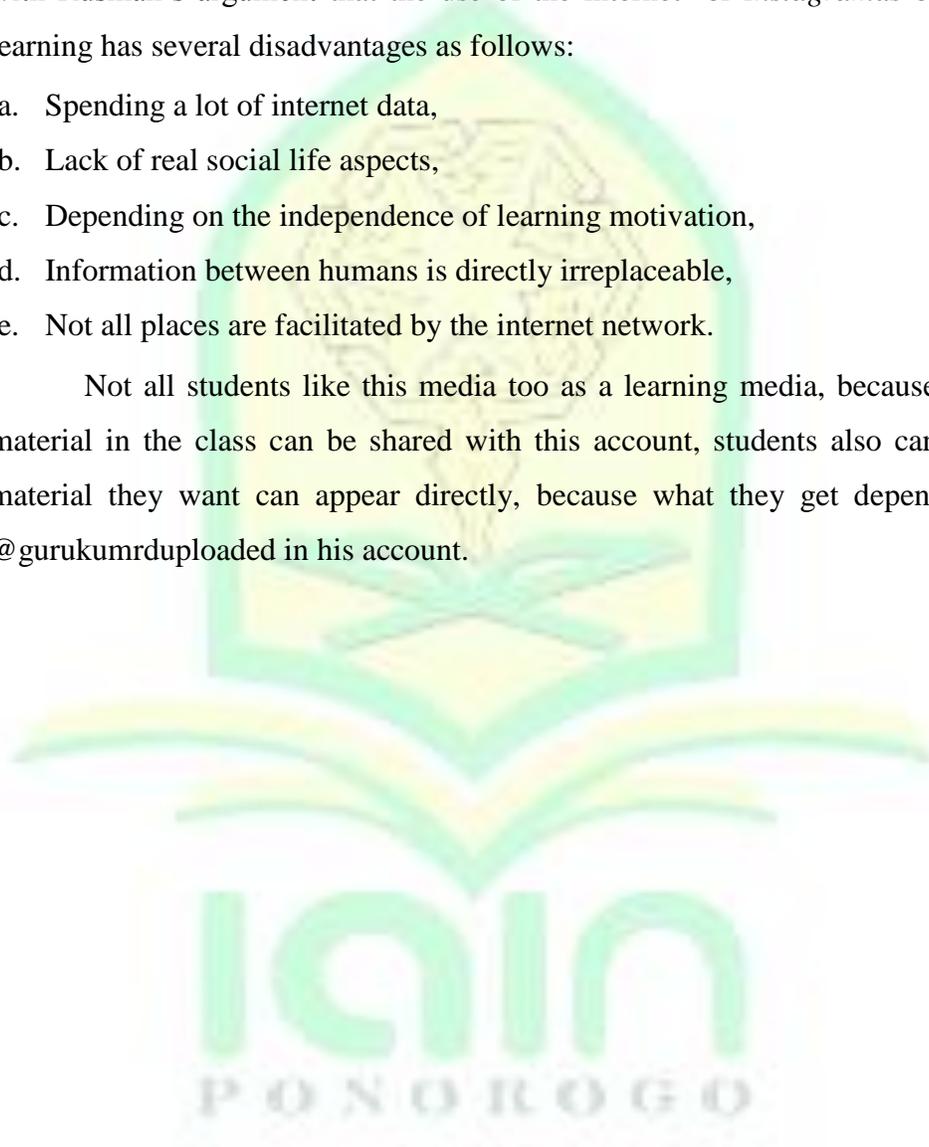
Based on the disadvantages data above can be said that, the disadvantages are the students have to spend a lot of internet data or connection when the students want to learn from the account. Sometimes @gurukumrd not only brought the material in a fast and with unclear language, but also the duration that is an obstacle to heavy

material so that the students become less cleared and satisfied, if they switch to the *Youtube* content, then they have to use more internet data connections.

Based on the observation on Monday 19th April 2019 students better to open up books as a supporting media that is more important than open up their smart phones to facilitate social media as online media learning, and all the data above deal with Rusman's argument that the use of the internet or *Instagramas* online media learning has several disadvantages as follows:

- a. Spending a lot of internet data,
- b. Lack of real social life aspects,
- c. Depending on the independence of learning motivation,
- d. Information between humans is directly irreplaceable,
- e. Not all places are facilitated by the internet network.

Not all students like this media too as a learning media, because not all the material in the class can be shared with this account, students also cannot get the material they want can appear directly, because what they get depends on what @gurukumrduploaded in his account.



CHAPTER VI

CLOSSING

A. Conclusion

Referring to the finding and discussion about the the utilization of instagram account@gurukumrd as online media for students in learning English in the previous chapter, it can be conclude that :

1. The process of the utilization of *Instagram* account @gurukumrdas online media for supporting references in learning English at fifth semester of IAIN Ponorogo. Students open their *Instagram* application and sign in to their *Instagram* account, students who already following @gurukumrd account, the video is directly available in the timeline or feed they would directly watch the videos lesson what @gurukumrd uploaded, but if the students doesn't following @gurukumrd's account, the students have to search the account in the searching icon, then write down the user name "@gurukumrd", click the profile and then the new user ready to utilize the videos content they want, students open @gurukumrd profile, here students can choose the material what they need to learn, then watching the video content at the moment. Several students liked the video by double tapping on the video or clicking the heart icon in the bottom of video posted, after a while, the students practice the material in the video by making sentence, practice by making conversation in pair.

The example is the way they utilize the content about listening skills by using listening the content which contain a conversation or story, in here students or learner can learn the listening skill by listening his conversation post using English language by reading and comparing the subtitle which under mentioned bellow the videos, so the students be able appropriating the mentioned word, for example the word "at" in the material video post about tips bahasa Inggris at, in ,on (place and time) where in English pronounce "et", over that the students not only learning the English course but also reinforce both of the lesson or course and listening skill. After this, the students practice the material into speaking skill by making sentence mentioned words, in other that the word will be easily and strong to remember, "our wedding ceremony will be held at hamengkubowono street", then merging the

material into writing and reading skill the “the graduation ceremony will be held on Wednesday 2nd July 2019, at 08.00 – 12.30”. The relationship between listening and speaking is clear, because they are both oral skills, in other that the word will be easily and strong to remember how the word pronounce in listening and speaking lesson, where to use the material tips into writing paragraph, in the right grammar and in the right pronunciation in speaking lesson. After this, if the videos are very useful, students can sharing the videos in their social media account (whatsapp, instagram, facebook, twitter, etc) to motivated the beginner learner or language grammar fighter in learning English in the right composition.

Based on the observation and interview data it can be concluded, that the media are making easy as supporting media, motivated, and flexible for students, depend on their space time as supporting references in learning English outside of the class.

2. The benefits (advantages and disadvantages) of *Instagram* account @gurukumrd as online media for students in learning English at fifth semester of IAIN Ponorogo are providing opportunities for students to learn language by utilizing and practicing the material in all composition of learning language. The *Instagram* account @gurukumrd are efficient, flexible and motivated independent learning strategy, where the students can utilize their social media as their online media just by open up their smart phones on their space time without any limitation place and time, to support material lesson outside of the class.

The utilization of *Instagram* account @gurukumrd as online media also has disadvantage. The disadvantages are students spending a lot of data device, where not all of place facilitated high Wi-Fi network capacity, less interest in learning through online media which is their social media as online media. Hence, the students have different learning style, especially to motivate their self in independent learning style, determining how to learn effectively is not easy, because each individual has a different way of learning caused by differences in talent, cognitive style, personality, interests, goals, learning experiences in the past and many more.

Based on the observation and interview data it can be concluded, that Learning *Instagram* as online learning media has a lot of advantages and disadvantages, that are students to be smarter in using *Instagram*, not only just to share their activities but also *Instagram* could be used as learning media based e-learning where the students can use the informative content to support lectures' theory outside of the class, moreover learning and discussing packaged attractively by the current millennial era, unlimited time, flexible, and other than that, utilizing *Instagram* to supporting lecture's theory in class could help with the informative account existence, for example in grammar and phonology's lesson, students can learn to pronounce, intonation stress and justified their pronunciation from the real native speaker through @gurukumrd 's account. However the weakness of utilizing *Instagram* account @gurukumrd, where the content is very random, spending a lot of data device, not all students like an online learning style spending time to facing their *gadget* or laptop, and the learning strategy is depend on students' motivation.

B. Recommendation

1. For Teacher

- a. The English teachers should know the benefit of *Instagram* as online media learning English, sharing knowledge not only inside of the class, but also teachers can share her/his knowledge outside of the class by using social media .
- b. Utilizing social media in learning process, teacher can make this to facilitate students, for example : speaking practice and upload the video into *Instagram* account, improve vocabulary, writing, grammar and speaking skill by captioning picture on the *feeds*, etc.
- c. Social media in this era can be used as online media learning to support material outside of the class, by making own forum discussion, or by utilizing informative account that already available in *Instagram* itself.

2. For Students

- a. Students should be smart in using social media,
- b. In using social media students should control their self to consume where the content contains a positive impact, and where is contents giving negative impact for them.
- c. *Instagram* can be used as online media learning but students relied on books as a supporting media that is more important.



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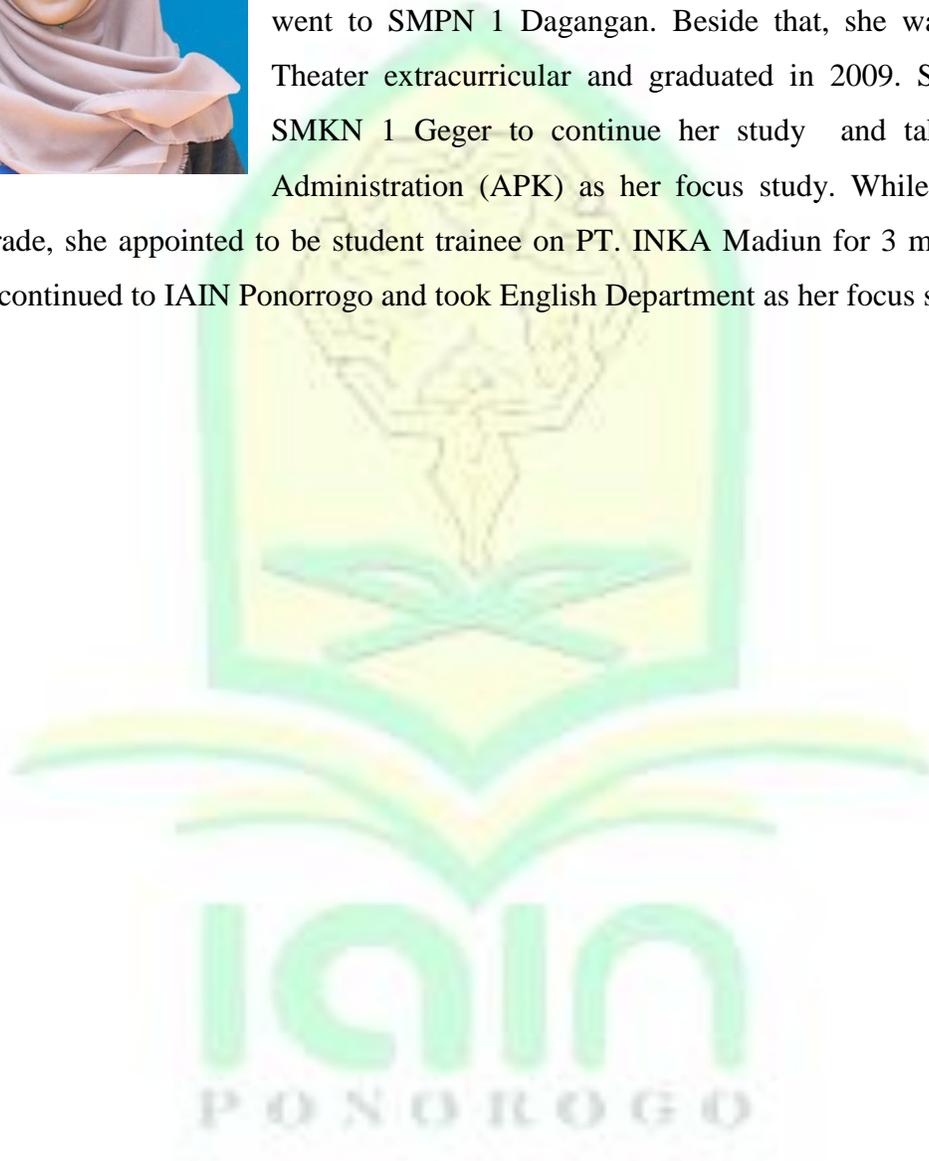
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CURRICULUM VITAE



Ulfi Neni Wlandari Was born in Madiun, July 2, 1997. She was so thankful for living on earth as a daughter of Mr. Isnaini and Mrs. Wuryandari, one sister and brother. In 2009 she was graduated from Mi Al-Islam JetisDaganganMadiun, then she went to SMPN 1 Dagangan. Beside that, she was active in Theater extracurricular and graduated in 2009. She went to SMKN 1 Geger to continue her study and taking Office Administration (APK) as her focus study. While studied on second grade, she appointed to be student trainee on PT. INKA Madiun for 3 month. Then, 2015 she continued to IAIN Ponorogo and took English Department as her focus study.



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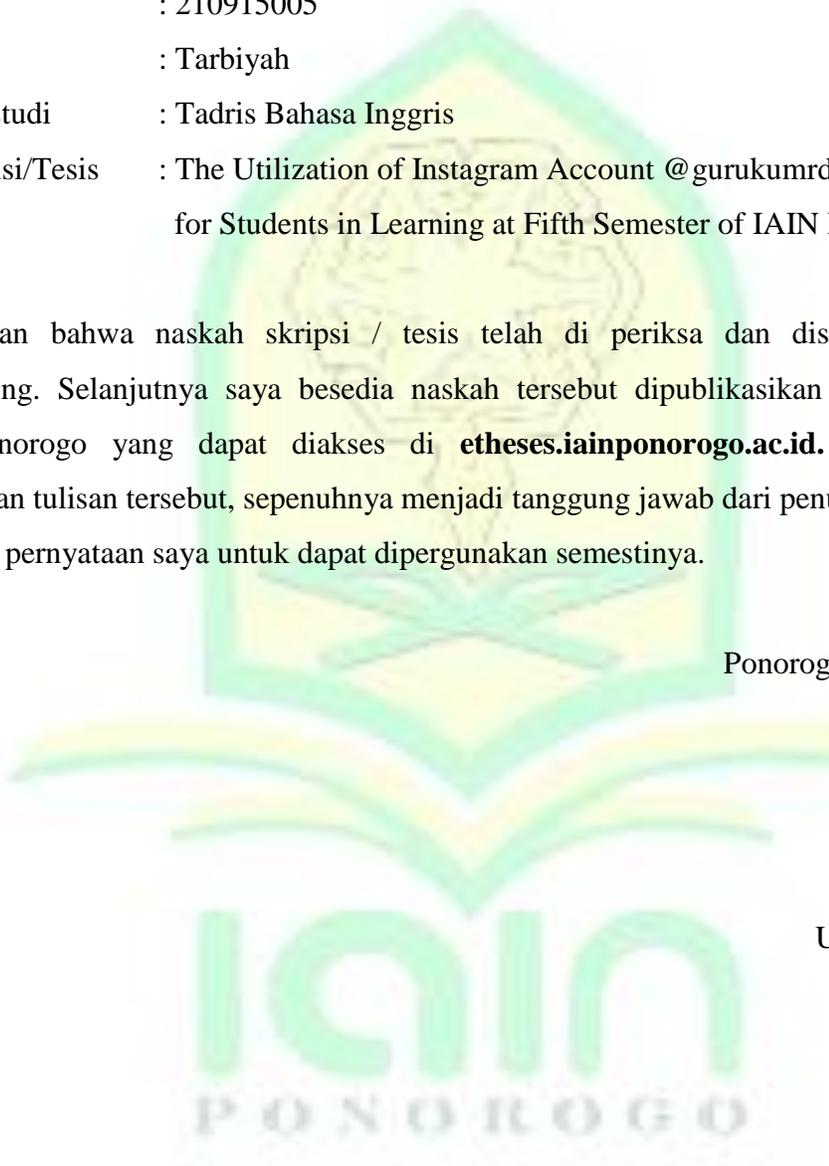
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Ponorogo, 26 Agustus 2019



Ulfi Neni Wulandari



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