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## Utilizing Facebook and Instagram (Facegram) To Create a Digital Learning Program for Integrated English Skills

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### Abstract

*The objective of this study is the development of a digital educational tool for English language instruction by utilising social media platforms, specifically Facebook and Instagram. The ADDIE (Analyse, Design, Develop, Implement, and Evaluate) paradigm, developed by Gagne et al. in 2005, was employed in the research and development (R&D) project under consideration. The primary objective of this study is to demonstrate the process of creating a digital learning module for Integrated English Skills (IIC) education by utilising social media posts from Facebook and Instagram (FaceGram). Facebook and Instagram, because to their nature as social media platforms, are perceived as attractive resources for the purpose of facilitating Integrated English Skills instruction. The utilisation of Facebook and Instagram as platforms for English language training is anticipated to undergo a transformative process, resulting in a pedagogical approach that is both intellectually stimulating and distinctively innovative. This study aims to enhance the four English language skills, namely writing, speaking, reading, and listening, through the utilisation of Facebook and Instagram posts as educational resources. This study aims to provide several illustrative instances of information sourced from Facebook and Instagram that can be effectively utilised for the purpose of instructing Integrated English Skills within the context of digital learning. The present study employed a survey methodology within the English Literature Programme at Universitas Negeri Makassar. The participants consisted of students enrolled in the Integrated English Skills course. The findings of this study could serve as a valuable resource for educators of English as a second language, enabling them to develop engaging and distinctive instructional materials.*

**Keywords:** Facebook, Instagram, Social Media, Digital Learning, Integrated English Skills, English language Teaching

### INTRODUCTION

Many scholars continue to focus on and debate the need for teaching English, particularly when efforts are made to improve the caliber of teaching English. As is well known, research on the application of methodologies, teaching materials, evaluating English teaching, and generating English language learning media has been studied from several perspectives. The outcomes, however, have not been encouraging. The reality is that English-

language learners and students still struggle with using the language. In other words, their English-language abilities are still somewhat limited, and they will undoubtedly need to develop if they want to realize their full potential. While Samian and Dastjerdi (2012, p. 61) reported that students struggled with hearing in the context of English, Alter and Adkin (2006, p. 37) discovered that writing problems were caused by a lack of talents. Grammar (Vasquez, 2008; Maros, Hua, & Salehuddin, 2007), writing (Darus & Ching, 2009), and reading (Florin & Divina, 2009) are just a few of the many skills that kids struggle with.

The main purpose of learning English as a foreign language, often known as TEFL (Teaching English as a Foreign Language), is to be able to communicate effectively in the target language. It is not simple to learn a new language, in this case English. The issue of teaching English in the classroom must therefore be taken into account as one crucial factor. The instructional materials are one of them. According to studies, kids will be more likely to retain information when given communicative content. The researchers take into account the demand for a fresh innovation in an effort to advance English proficiency after looking at the aforementioned facts. Integrating different communication media is one of them. Currently available communication mediums. As of today, communication media can also take the shape of internet media in addition to print media. One example of online media is social media, which enables internet users to communicate utilizing networks like Facebook, Twitter, Instagram, and others.

The realm of online communication has now impacted the educational system as well. In fact, due of its rapid advancement, academics are increasingly interested in the usage of online communication (Locher, 2010; Stapa & Shaari, 2012). Researchers claim that in order to avoid interfering with learning, the increasingly common digital era needs to be optimized. On the other hand, in order to offer good advantages for learning, it must be empowered.

The use of social media platforms such as Facebook, Instagram, Twitter, and others is one example of online communication. According to Baruah (2012, p. 1), social media can be used for a variety of objectives, including "sharing ideas," "bridging communication gaps," and "serving as a source of information." Social media also gives rapid ways to resolve problems and disseminate information. In essence, the availability of social media facilitates communication. According to Idris and Ghani (2012), Facebook posts foster engagement, conversation, and knowledge generation. Consumers can now voice their opinions on items or services they have purchased via social media (Rodriguez, Peterson, & Krishnan, 2012). Furthermore, social media provides users with a platform to collaborate on content exploration, experience sharing, and relationship building for a variety of reasons, such as social ones or education (Jiao, Gang, & Yang, 2015).

Researchers claim that this type of social media network may be used to provide educational resources. This study aims to accomplish that by creating an English learning model that makes advantage of these social media platforms. The findings of the researchers' investigations show that there are several Instagram accounts dedicated to English instruction. Internet users commonly post in English on Facebook. These are all useful as teaching tools or resources for learning English. For instance, Instagram photographs of synonyms and antonyms are sometimes used by researchers to teach vocabulary because they are faster to obtain than an English dictionary. As a result, academics are developing models and interactive teaching materials using social media networks.

The researchers want to create a teaching strategy that makes use of these social media networks based on the aforementioned factors. Researchers believe there is enormous potential for using posts on these social media platforms to advance English language instruction. These social media platforms can be used to improve a variety of English language abilities. Posting on Instagram pages like @englishwithnab, @ englishcards39, and others might be useful for vocabulary instruction. Facebook videos in the English language that use

inventive animations can be a fun way for English learners to learn new things. The researchers believe that by using these social media networks in this study, an English learning model can be created. Consequently, social media is not only a platform for casual conversation but also is a fun way for English language learners to learn. The researchers believe that by using these social media networks in this study, an English learning model can be created. As a result, social media is a source of education as well as a means of informal contact.

## The Role of Technology in Education

A variety of educational institutions are using e-learning platforms to improve the efficiency and adaptability of learning as a result of the fast-paced development of information and communication technology. Learning materials can be accessed anytime, anywhere, and can be enhanced with a variety of learning tools, including multimedia, which the teacher can update fast, thanks to e-learning.

Technology is essential to both the teaching and learning of languages. With the development of technology, teachers and students can now use online resources for learning and teaching in a variety of ways. According to Ahmed and Naser (2015), the use of information and communication technology (ICT) in language training has become an intriguing topic. The use of technology in teaching and learning has increased substantially both within and outside of the classroom. Technology also allows teachers to improve lesson plans and language learning techniques (Ahmadi & Reza, 2018; Hashim, 2018). This shows that there is a new era that presents challenges for modern instructors. The amazing technology at our disposal has significantly altered traditional teaching methods. The use of technology, particularly in the study of languages, has opened prospects for more engaging and productive teaching and learning sessions. According to Shyamlee and Phil, technology has significantly contributed to changes in society and language (2012).

Technology and multimedia use, according to Shyamlee and Phil (2012), encourages student initiative, produces a more lively, visual, and genuine environment for English language learning, saves class time, and improves the caliber of the content provided in class. Language acquisition benefited by the deployment of technology, claim Jayanthi & Kumar (2016). It is student-centered, makes information available, enhances student attitudes, and gives the classroom a real feel. Real resources, such as photos, animations, audio files, and video clips, make it easier to teach and practice a language (Cakici, 2016). By embracing technology, students could be motivated and become more engaged in their academics. The usage of technology makes the learning environment more interesting and engaging for the students.

Because of technological advancements, communication is no longer restricted to in-person contacts, but also encompasses a variety of online exchanges that are not limited by time or distance. Industry 4.0 has changed how teachers and students are taught and how they learn. Using technology, teachers may give students a variety of relevant resources and motivate them to learn the language. Technology's introduction, according to Shyamlee & Phil (2012), has profoundly changed traditional ELT and provided teachers a wide range of options for actively involving students in their classes.

## Social Media

Baruah (2012) defined social media as "the use of web-based and mobile technologies to turn communication into an interactive dialogue" (p. Social media includes things like periodicals, online forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, videos, ratings, and social bookmarking. Social media, in the words of Kaplan & Haenlein (2010), is "a group of Internet-based applications that build on the theoretical and technological foundations of Web 2.0, and that allow the creation and exchange of user-

generated content." Social media greatly affects daily life, especially in the field of education. Since its debut, social media has been used in a number of ways to achieve educational goals in classrooms (Gikas & Grant, 2013; Mao, 2014). According to a study conducted by Seaman and Tinti-Kane (2013), social media tools are increasingly being used in the classroom, with the majority citing blogs and wikis as their preferred social media learning resources.

Social media is a crucial component of today's world. As technology and communication advance, people's methods of communication shift from face-to-face interaction to online communication. Because of the popularity of social media network websites, a large number of Internet users from all over the world have joined them. WhatsApp is one of the social media platforms that is currently used the most out of all the social networking sites. Social networking appears to be a place to abandon all actions that occasionally supersede morality. This is evident by the usage of casual and nonstandard language. Information is delivered from the sender to the message recipient through the process of communication. If the addressee can comprehend the message in its entirety,

Nowadays, social media is very important thing for everyone. The development of technology and communication causes humans to change the way they communicate from face to face directly into communication through cyberspace. Social media network websites have grown in popularity and attracted a large number of Internet users worldwide. Among many social networking sites, one kind of social media that is mostly used today is WhatsApp. Social media seems to be a place to shed all activities that sometimes override existing ethics. This can be seen from the use of non-standard and informal language. Communication is a process of delivering information from the sender to the receiver of the message. If the message provided can be understood equally by the recipient, there will be improved communication. A WhatsApp conversation can take place on a private network or in a web forum.

Similar to a discussion forum, a web forum enables participants to share their thoughts, views, and facts with one another. Online forums often only cover a narrow range of topics, but this is not impossible. In order for the message to be received by the recipient without causing harm and to uphold ethical standards in honor of our interlocutors, there are some values that must be taken into account when interacting both directly and through social media.

The way people communicate is also radically altering as a result of social media. Even the most minute elements of people's life are subject to social conventions regarding what, how frequently, and with whom they should reveal them. The media has had a significant impact on society, altering both interpersonal and collective communication as well as expectations, actions, and relationships (Shih, 2010). As new media emerge, technological advancements continue to drive changes in communication patterns. For instance, as a result of social media platforms like Facebook and Instagram, several social norms regarding what, how frequently, and with whom people disclose even the most insignificant parts of their life have been changing. Some information posted often on social media may go beyond the bounds of what was considered courteous in earlier times, with some people pushing the envelope and getting into difficulty for oversharing.

According to Greenhow & Lewin (2016), social media can be used to link formal and informal learning by utilizing digital culture. Social media, according to Greenhow & Lewin (2016), aids students in managing group projects, coming up with ideas, communicating with teachers and peers, sharing information, resources, and connections, documenting and communicating progress, and sharing project outcomes including assessment presentations and evaluations. Students are motivated by social media to communicate, engage, contribute, and produce deep learning (Sobaih, Moustafa, Ghandforoush, & Khan, 2016).

Social media has emerged as one of the most popular and effective tools used by recent immigrants. It is essential for bringing individuals from all over the world together to share knowledge and cultural customs. In actuality, the fusion of social media programs has shrunk the world into a smaller hamlet. As a result, social media platforms allow people to interact and communicate with one another as well as learn about various cultures. As a result, individuals from each culture are able to comprehend and appreciate the customs and traditions of others (Alamri, 2018, p. 77).

**RESEARCH METHOD**

This study uses a Research and Development (R&D) methodology. Gagne, et al (2005) state that ADDIE (Analysis, Design, Development, Implementation and Evaluation) as an organizational framework has different interpretations of each component.

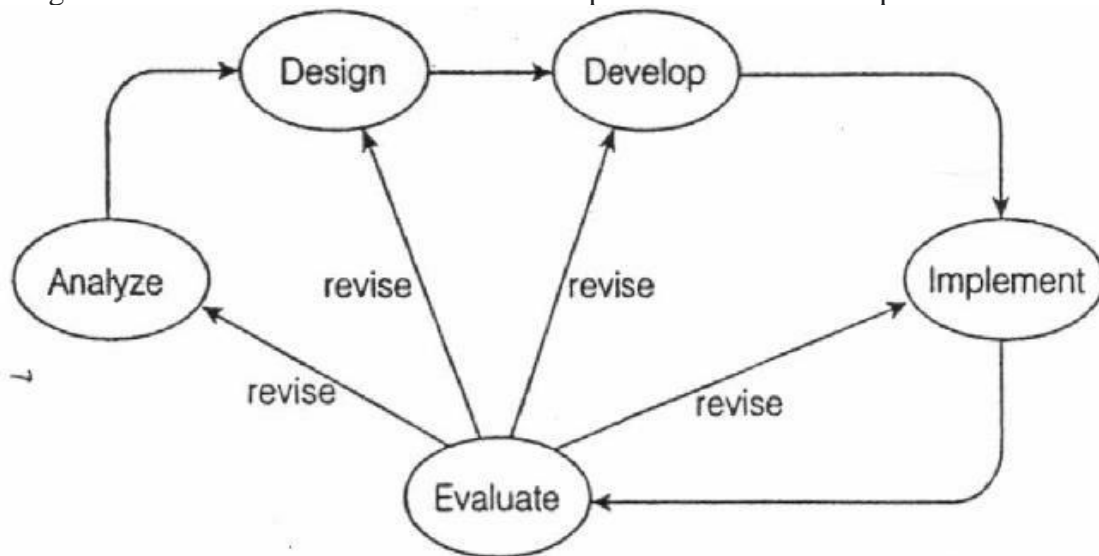


Figure 1: Model of Instructional Design (ADDIE) (Gagne, et al: 2005)

This model is in line with Gagne et al (2005) who described each of the main components as adjusted for the others. The main line emphasizes that the process goes from analysis to evaluation and the dotted line shows feedback. Evaluation activities can reveal where revision is needed of each of the other four components.

In accordance with the ADDIE model, there are five stages to be carried out in this study. The first is the Analyze stage. In this section, the targets and learning needs of the students will be analyzed using questionnaires and interviews. Questionnaires will be given to students, graduates, English Lecturers and interviews will be conducted to Policy Makers in this case Lecturers, Heads of Departments, and Heads of Study Programs. Data from the questionnaire will be obtained from three main sources as follows; eighty current students, five graduates, and two English lecturers. The selection of these participants will use purposive sampling. As the sample of this study, they are eighty-five students who enrolled in the second semester in 2018/2019 in the academic year. They come from students majoring in English at the destination university. They are native Indonesian speakers who are studying English as a Foreign Language in the English department. Respondents also include graduates majoring in English which consists of five adult women and adult men in the age range of 20-30 years who work in different companies. The sample of English lecturers in this study consisted of two lecturers who had taught more than five years in the English department at the targeted university. Further analysis was carried out through interviews, which were divided into three groups, namely students and lecturers who were chosen at random.

DESIGN is the second step of this research. In this situation, the researchers will begin developing a material adapted from social media posts including English information. Then comes the DEVELOP stage, in which researchers create previously designed educational materials. Following the production of the teaching materials, the researchers performed the IMPLEMENT stage, which involved expert validation of the prototype design of the created teaching materials. In this study, the prototype design will be reviewed one-on-one by experts. The draft will be used to put English material through its paces in small groups. This process's outcomes will be utilized to revise the draft.

The research subject is an important case in doing research as a research reference to collect data. Students majoring in English at numerous Makassar universities took part in this study. The researchers chose three universities in Makassar as the research sites for this study. Researchers will also select the Muhammadiyah University of Makassar and the Indonesian Islamic University of Makassar, both of which have English Literature Study Programs. Respondents were drawn from the three universities' faculties and students.

The researchers used a variety of acceptable research instruments at various stages. This study employs a number of research tools, including observation, interviews, and questionnaires. The researchers employed a recording device to help with data collection. This recording equipment is critical in gathering data for this study. Researchers used audio and video recorders to record all student interactions in class in order to acquire data relevant to teaching using information from social media such as Instagram posts and Facebook.

## FINDINGS AND DISCUSSION

This section describes the process of developing an English language teaching model using posts from two types of social media applications, namely Facebook and Instagram.

### The first Stage; ANALYZE

The first stage is to identify teachers' and students' perceptions of the usage of Facebook and Instagram in English teaching. The researchers disseminated the Google form to students and faculty at three universities for this reason. The questions are included in the table below:

Table 1: Survey Questions to Explore the Perception

No	Questions to Students	Questions to Teachers
1	What are the kinds of social media that you are usually used in their daily life?	What are the kinds of social media that you are usually used in their daily life?
2	As a student, what are the kinds of social media that are usually used?	As a teacher, what are the kinds of social media that are usually used?
3	What are the advantages of using social media in your daily life?	What are the advantages of using social media in your daily life?
4	What kinds of social media that can be used in learning?	What kinds of social media that can be used in teaching English?
5	What is your opinion in relation of the use of social media by your teachers?	What is your opinion in relation of the use of social media in teaching English?
6	What kind of teaching activities that can employ social media in teaching?	What kind of teaching activities that can employ social media in teaching?

7	What can you suggest in terms of the use social media in teaching English	What can you suggest in terms of the use social media in teaching English
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The replies from the informants demonstrate that they had a favorable opinion of the use of social media in the teaching of the English language. 100% of the respondents, or the total number of respondents, said they use social media in their daily lives. This demonstrates how students now frequently use social media as a means of communication and connection.

With 29.4% of the total respondents, WhatsApp was the social media platform most frequently used for communication. Following this percentage was Instagram use (28.2% of all respondents). After using Facebook (10.2%), YouTube usage came in third (11.4%). The students were also interested in Twitter and Telegram (7.2% and 5.4%, respectively). While other social networking services including Messenger, Snapchat, Google, Gmail, Zoom, Gmeet, and Blog only accounted for 0.6% of the total population, others like Video Tik Tok and Line garnered 2.4% and 1.2% of respondents, respectively.

Using social media can assist students in learning more knowledge and make it simple for them to contact with friends, family, and those in other communities. Additionally, it can facilitate their communication. Students use social networking for entertainment as well. They claim that while being students tends to make them bored, social media is the perfect outlet for them to pass the time and combat their ennui.

The use of social media for language learning is advantageous because certain accounts there provided possibilities for students to acquire English by speaking, writing, and listening. Additionally, because some social media accounts contain postings in English, they can acquire vocabulary, syntax, and tenses from those accounts. Since their teacher began utilizing several social media platforms to teach English, they have been using social media to do so. One of the reasons is that students may quickly get materials and have discussions about them by using social media. Furthermore, because they were affected by pandemic issues, their teacher established an online course to assist them. An easy-to-access social media program had replaced traditional classroom instruction in English. Some pupils even claimed that their teacher had uploaded their homework using Instagram. Social media tools helped them learn English in a fun and innovative way.

The results mentioned above demonstrate the potential of social media use for English language learning. All of the students used social media in their everyday lives, and they did so across the board on sites including Facebook, Instagram, Twitter, and a number of others. In reality, students have come to realize that social media had many advantages for learning English and that some of its posts have the ability to help students improve their language skills, particularly their writing and reading abilities. Consequently, students had recommended various online activities for learning English via social media.

## The Second Stage: DESIGN

The next step is to discover prospective courses within universities that can utilize social media as the resources for learning and teaching English after learning about the good perception of the teachers and students regarding the usage of social media in English Language Teaching. This stage calls for FGDs (Focus Group Discussions) among English professors in academic institutions. According to the FGD findings, students should take an English skills course that teaches them the four English language abilities of speaking, writing, reading, and writing. The IES course in the English Literature study program is one of the examples. The next step in this stage is to design RPS (Rencana Pembelajaran Semester), which is essentially designing a course syllabus in which the course materials will use social media as both a teaching and a learning tool for instructors.

## The Third Stage: DEVELOP

At this point, the researchers create an English language teaching module that uses some Facebook and Instagram posts in order to construct a model for teaching English in the selected course. As an illustration, consider the following:

**SPEAKING 1**

**BASIC COMPETENCE**

- Being able to apply language elements and skills to improve oral communicative competence.
- Understanding basic concept and knowledge of language elements and skills to support oral communication.
- Being able to select proper language elements and skills to support oral communication.
- Being responsible for completing simple projects properly and punctually.

**STANDARDS OF COMPETENCE**

- Identifying general and specific information of various monologue and dialogue.
- Guessing meaning by context.

**COURSE OBJECTIVES**

- Students are able to identify the important point from Instagram post.
- Students are able to explain the meaning of the posts by their own language.

**Instruction**

Look at the following pictures taken from Instagram posts @science\_and\_food, @thebestglitchovers. Read the caption and write down the important points in the blank lines below. After that, Please explain it by using your own words.

1

Only when the last tree has died and the last river been poisoned and the last fish been caught will we realise we cannot eat money.

1. Important points:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Figure 2: developing a speaking skill

**READING 1**

**BASIC COMPETENCE**

- Being able to manage the use of appropriate reading strategies.
- Being responsible for writing simple to the ideas or issues presented in the text.

**STANDARDS OF COMPETENCE**

- Understand explicit information.
- Emphasizing the use of appropriate reading strategies to identify the meaning.

**COURSE OBJECTIVES**

- Students are able to interpret the meaning from Instagram post.
- Students are able to write simple to the ideas or issues presented in the text.

**Instruction**

Read the following quotes from the Instagram @thebestglitchovers, and interpret the meanings. Write down what you are thinking about the quotes:

1 RETURNING TO THE TIMES WHEN YOU USED TO TALK TO EACH OTHER ALL DAY EVERYDAY WITHOUT GETTING BORED OF EACH OTHER'S COMPANY.

2 GO BACK TO THE FIRST TIME YOU MET THEM. REMEMBER THE FIRST TIME THEY MADE YOU SMILE.

Figure 3: Developing a Reading Skill



**WRITING 1**

**BASIC COMPETENCE**

- Being able to apply language elements and skill to improve written communicative competence.
- Understanding basic concept and knowledge of language elements and skills to support written communication.
- Being able to select proper language elements and skills to support written communication.
- Being responsible for completing simple projects properly and punctually.

**STANDARD OF COMPETENCE**

- Being able to show comprehension of written text by answering relevant written questions and telling in effective ways.

**COURSE OBJECTIVES**

- Students are able to rewrite the stories from the posts by their own language.

Look at the post, read the caption, and rewrite the stories!

**SI KANCHIL**

# ❤️

Figure 4: Developing a Writing Skills

**LISTENING 1**

**BASIC COMPETENCE**

- Mastering listening comprehension skill such as identifying general and specific information of various monologue and dialogue, discriminating the differences of intonation and stress which gives clues to meaning, guessing meaning by context, identifying relevant points, identifying inferred information and summarizing.
- Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension.

**STANDARD OF COMPETENCE**

- Guessing meaning by context.
- Identifying inferred information and organization of ideas, assuming and summarizing the issues.

**COURSE OBJECTIVES**

- Students are able to interpret the meaning from Instagram post.

1. What is the video about?  
2. Mention some other examples!  
3. Make a video and post in the Instagram (send the link)

Click Here\_

# ❤️

Figure 5: Developing a Listening Skill

The above pictures show some examples of posts in social media that are designed to be learning and teaching materials for English skills. This module was created as an E-Module by utilizing the Canva Design Application.

## Discussion

The results discussed above show the possibility of using social media for English language acquisition. Students and teachers used social media extensively, and they used a number of sites, including Facebook, Instagram, Twitter, and many others. In actuality, students and teachers have discovered that social media has many benefits for learning English and that certain of its posts can assist students improve their language skills, particularly their writing and reading abilities. As a result, students and teachers advised a variety of online activities for learning English.

Language teaching can benefit from the use of social media. Learners have the freedom to communicate freely with native speakers of the language they seek to learn, as well as control over how the learning process is carried out. These would be made possible by integrating social media into the teaching process. Additionally, students can immerse themselves in the culture linked to the language they wish to study. As a result, the students' understanding would grow, which would ultimately enhance the learning process. Finally, social media may provide unrestricted communication with language native speakers. The learning process would be substantially aided by the learners' improved diction and pronunciation of the words and phrases in this way (Siddiq, 2020).

Students should be creative in using a variety of ways for learning and teaching in order to motivate students to learn vocabulary. One such method that may be employed is social media. Social media is an effective strategy for increasing student engagement since EFL students find it to be a fun and easy way to acquire new terms; they may learn new vocabulary while still having fun (Rao, 2019, p. 266).

Other research on the subject suggests that using social media in teaching and learning environments can result in new forms of inquiry, communication, collaboration, identity work, or have positive cognitive, social, and emotional effects (Gao, Luo, and Zhang, 2012; Greenhow, Burton, and Robelia, 2011; Greenhow & Robelia, 2009; Pimmer, Linxen, and Grohbiel, 2012). According to DiVall and Kirwin (2012), using social media to learn increases peer support and information exchange. Social media, particularly for excluded populations, can help to improve efforts to communicate digital identity and literacy. It can also improve the efficacy of cross-cultural language learning (Manca & Ranieri, 2013). Social media technology, according to Tess (2013, p. 60), can alter how students communicate, collaborate, and learn. Ghani, for example, explained how Facebook could be used in the classroom (2015).

Mason and Rennie (2007) and Ajjan and Hartshorne (2008) show how using social media in the classroom can increase student participation and critical thinking. Social media, according to Grosseck (2009, p. 479), can be used for project development, collaboration, digital storytelling, student eportfolios, time management, preparing and gathering didactic materials, assessing and analyzing student progress, creating informative and formative presentations, and more. Social networks and learning websites, in particular, have supported improved contact, cooperation, knowledge sharing, and resource sharing, according to Mazman and Usluel (2010).

According to a study by Mahmud, Ammade, Halim, and Amin (2022), all of the students used social media in their daily lives. They used Facebook, Instagram, Twitter, and a variety of other social media platforms. The truth is that students have discovered that social media has many advantages for learning English and that some of its posts have the ability to help them improve their language skills, particularly their writing and reading abilities. As a

result, students have recommended certain social media activities that may be used to learn English. Manca & Ranieri (2016) further demonstrate that social media platforms are viewed by many writers as effective change agents for instructional strategies in terms of transparency and engagement.

## CONCLUSION

The aforementioned results demonstrate the potential utilization of social media platforms for English language acquisition. A variety of social media platforms, including but not limited to Facebook, Instagram, Twitter, and others, were extensively utilized by both students and teachers, indicating their widespread adoption. Indeed, social media platforms offer a multitude of advantages for the acquisition of English language skills, as certain posts within these platforms can effectively facilitate the development of students' writing and reading proficiencies. This phenomenon has been recognized by both students and educators. Consequently, there has been a growing need from both students and teachers for a range of online learning activities pertaining to the acquisition of the English language. The findings of the study indicate that there is a consensus among both educators and students regarding the efficacy of incorporating Facebook and Instagram as pedagogical resources for English instruction. The utilization of social media platforms in university settings for educational purposes, communication, and teaching necessitates a comprehensive understanding of its benefits and relevance for students and university practitioners alike.

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