

“MY BODY IS NOT DELICIOUS”: LEARNED ENGLISH EXPRESSIONS THROUGH INSTAGRAM

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ABSTRACT

Social media has recently merged into individuals' lives. It has enabled people to access information, interact with communities, find entertainment, share experiences, and learn. This paper aimed at examining the pedagogical features of Kampung Inggris LC, one of the successful English language courses in Indonesia, to reveal the English expressions and language functions covered in its posts on Instagram. This study employed descriptive qualitative research. A total of ten reel videos were identified and categorized according to the types of language functions and were analyzed using critical discourse analysis. A total of five comments from the followers posted on the Instagram account were also collected and investigated using the appraisal analysis. This study revealed that the benefits of utilizing social media in second language acquisition are significant. Based on the findings of the study, a lot of this account's followers offered favorable comments when they saw postings from Kampung Inggris LC about how to use digital platforms to enhance their English skill. As a result, prior preparation is essential while using social media to learn English.

Keywords: *language function, English expressions, online informal learning, social media, Instagram*

1. INTRODUCTION

The development of technology has triggered the development of social media. People use social media in every aspect of their daily life, including the education aspect. Nowadays learners are not dependent on teachers & textbooks to study (Hady & Al Tamimi, 2021). They can get many exposures from online resources available on the internet. One of them is Instagram, a social networking service that can be used to share photos and videos.

Kampung Inggris LC is one of the language courses in Kampung Inggris Pare which successfully teaches its students in learning English (liputan6.com). It has an Instagram account with more than one million followers. This account is used to share English teaching content. The contents posted on Instagram are varied, ranging from photos to videos, containing grammar lessons, vocabulary enrichment, and other language features which are not only interesting but also communicative.

The contents posted by Kampung Inggris LC create a new paradigm in language learning through social media. With their multimodality posts, the account becomes a potential environment for language learning (Hyland, 2000). The use of audio-visual materials is surely interesting for the learners. Besides, it employs a social media platform that is suitable for young language learners in recent situations where the learning mode is dominated by online learning. Furthermore, this account meets the requirement of language learning in the context of global society, in which second or foreign-language learners are required to develop their

communicative competence, which (Brown, 2014) defines as the ability to communicate functionally & interactively.

This paper examines the pedagogical features of Kampung Inggris LC to reveal the English expression and language functions covered in its posts on Instagram. It profiles a representative sample of the communicative competence available and the perceptions of the language learners who follow the account. The discussion highlights the potential of this account for informal English language learning as well as the adoption of creative pedagogy models to be brought into the classroom.

2. LITERATURE REVIEW

2.1 Social Media Platform

Social media is a digital technology established on the intellectual and technological basis of Web 2.0 that provides the communication and receipt of someone's thoughts, information, and ideas through the establishment of online networks and organizations (Dollarhide, 2021). Personal information, papers, videos, and images are examples of content. Users access the internet using web-based software or programs such as Facebook/messenger, Instagram, Twitter, TikTok, Pinterest, and YouTube, utilizing technical devices such as a desktop pc, smartphone, or tablet. Instagram is a social media platform that encourages effective communication involving families, friends, and professionals in a variety of aspects, including sports, business, entertainment, lifestyle, and academics. This social media platform allows users to build a personal account, add other users as friends, and chat online, in addition to receiving automated alerts when users update their daily life on it, making it the world's largest social media platform.

2.2 Instagram and English Learning

The growth of social media on the internet, and the teachers' willingness to incorporate the utilization of social media in courses, have encouraged academics to engage in empirical studies to examine the acceptability and technical feasibility of social media use. Zainal and Rahmat (2020) discovered that through social media, their participants learned new terms and grammar structures that increased their communication and that the applications encouraged them to utilize the language quite regularly because they were exposed to true and pertinent content such as videos, posts, and captions. Furthermore, Arumugam et al. (2020) studied how to utilize social media in vocabulary teaching in Malaysia. Both studies discovered that students profited from the various advantages that social media provided in acquiring and enhancing English vocabulary.

3. METHODS

This study employed descriptive qualitative research focusing on the digital materials of Kampung Inggris LC Instagram. It aimed at investigating the pedagogical content in the Instagram account. The posts contained English expression and language features materials. A total of ten reel videos were identified and categorized according to the type of language functions. The data was analyzed by using critical discourse analysis. To get information related to the usefulness of the contents posted by Kampung Inggris LC in the English language learned this study employed document analysis. A total of five comments from the followers posted on the Instagram account were also collected and investigated. The comments were identified by using the appraisal analysis.

4. RESULTS & DISCUSSION

4.1 Language Functions: Ordering, Offering, Greeting, and Sending Regards

Through the reel video posted on Kampung Inggris LC's Instagram account, the viewers could learn how to order the menu in a restaurant. The speaker in the video gave examples of ordered language functions such as "I'd like the burger", "I'll go with the fried rice", and "I'll have the meatball, please". Additionally, the speaker gave two examples of asking for suggestions related to the ordered menu in a restaurant.

A more specific language function was also found in the post. The idea of the content was to give examples of ordered takeaway coffee. The following were the examples provided in the reel video: "I'd like a coffee to go", "I'd like to order take out", "Could I order take away please?", "I'll grab some takeout", and "Can I get a cup of coffee to go?".

In another reel video, the content covered the language function related to the offered. In this case, the speaker offered a meal to the partner. They gave four examples in this post: "Wanna have some?", "Have some!", "Have some more!", & "Let's try it".

Kampung Inggris LC also gave examples of greeted and sent regards through another post. The examples given in the video were: "Tell Miss El I say hi", "Send regards to your family", "Words Language Expressions: My Body is Not Delicious, etc.

There were various English expressions found in the reel videos posted by Kampung Inggris LC on Instagram. One of them had the most common expression used in Indonesia; "My body is not delicious" referred to the expression "I'm not feeling well". Because many Indonesian people usually used this expression which is incorrect in English, Kampung Inggris LC gave the corrected example of the expression. Another post aimed at correcting the common fallacy in language expressions such as "Nothing wrong listening to me first" and "As time goes by". More examples of English expressions found on Instagram content were "come" in English such as "come from", "come out", "come with", and "come true". Various expressions used the word "kenapa" was also presented.

In one of the reel videos, Kampung Inggris LC gives examples of basic English expressions and compares them to advanced ones. Usually, the examples given in formal learning contexts are in one of the reel videos, Kampung Inggris LC gave examples of basic

English expressions and compared them to advanced ones. Usually, the examples given in formal learned contexts were different from the language expressions used by native speakers of English. In formal learning, the expression used to say that a speaker wanted to sleep was "I wanna sleep". This one was a basic language expression. Whereas the advanced expression could use "I hit the sack". In a basic expression, people use "Give me more detail". The content of this reel video gave an example of the advanced expression that was "Fill me in". To ask other people to be left alone, they may use the advanced expression "Get lost". Another example was the language expression "Hit me up" to alternate the use of "Call me". Last, instead of using "Make mistakes", it could have been expressed by the phrase "Live and learn".

4.2 Beneficial Contents to Learn English

The contents posted on the Instagram account of Kampung Inggris LC were beneficial for the followers. It could have been seen from the comments posted in every story or reel video. Most of the followers appreciated the content and felt thankful for the interesting learned materials provided. It could be seen from the followed commented:

"Keren, sangat bermanfaat, terima kasih"

The word "keren" here means that the video was interesting. The viewer also said thanked you because the content was beneficial for his English learning. It could have been categorized as an attitude that showed valued appreciation of Kampung Inggris LC's Instagram account. Because the source of an attitude is someone other than the writer, hetero-gloss involves the Source of attitude.

"Konten terkeren untuk ukuran tempat edukasi... pliss istiqomah buat kami ketawa dan pintar"

Based on the comments section, the viewer enjoyed the video. It cleared from the word "terkeren" that the video fascinated me. The viewer also asked this account to share other materials with funny videos. The word "terkeren" referred to an attitude that could have been categorized as the appreciation that showed the character of the video content. Because this attitude is acquired from the content which is other than a writer, it could describe as hetero-gloss.



Figure 1. Comment section from one of the followers on Kampung Inggris LC Instagram

"It's comfort to study with it"

It could have been interpreted that the viewers responded positively to the content, which they found easy to learn and accessible through this Instagram account. It referred to an attitude that could categorize in the affect-felt of the viewers. Mono-gloss reflected the author's source of attitude in source of attitude.

"Because the contents are useful for people who wanna study/learn English"

The data showed that the viewer liked the video. This is indicated by the word "useful," which implies that the video is beneficial to learners. The viewer is also encouraged to learn English because the content is simple and obvious. This could have been considered as an attitude of appreciation for the Kampung Inggris LC account. Because this attitude is acquired through the content than about the writer, it is referred to as hetero-gloss.

"Karena sangat bermanfaat untuk pengetahuan kita seputar bahasa Inggris.... Pembelajaran yang membuat kita menjadi sangat senang dengan pembawaan kalian yang fun dan happy... semoga kalian sehat selalu"

The word "sangat bermanfaat" referred to an attitude that could have been classified as value appreciation. This could be hetero-gloss as a source of attitude because the source of an attitude was someone other than the writer. Moreover, the words "fun and happy" described how this video not only provided knowledge but also entertainment for viewers. This can be seen from the character judgment which can be categorized into attitude. Then, "sangat senang" here showed a feeling and can be classified as an attitude.

5. CONCLUSION

This study showed that the advantages of using social media in second language acquisition are significant. According to the research findings, many of this account's followers expressed positive comments about the posts from Kampung Inggris LC regarding utilizing social media to develop their English skills. As a result, in utilizing social media to learn English, preparation is required. Gumpert & Chun (1999) stated that learners considered social media to be a powerful and effective tool for learning English; hence, the aim of implementing technology in education is to increase teaching and learning capabilities. It should be mentioned that social media provides a lot of functions that can help students integrate communication in a foreign language. As stated by Shin et al. (2021), a growing bulk of investigations has indicated that online contexts and resources have the potential to enhance L2 students' writing performance, speaking skills, classroom interactions, and perceived classroom enjoyment. The usage of social media has been shown to positively affect students' knowledge, attitudes, and learning performance in this study.

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