English Language Education Study Program Students' Perceptions of Using the English Quiz Filter Feature on Instagram for English Language Learning

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ABSTRACT

This study explored English education students' perceptions of Instagram's English quiz filter feature and its impact on their learning motivation. Using a qualitative case study approach, data were collected through observation, interviews, and documentation to address the need for engaging English learning media. The findings revealed that students view the quiz filter as engaging, enjoyable, and beneficial for improving vocabulary, grammar, and formal exam preparation like TOEFL, offering practice questions and immediate feedback. The tool's alignment with students' technological habits makes it a flexible and motivating learning medium, fostering a supportive environment where mistakes are seen as learning opportunities. Intrinsic motivation, driven by curiosity and a desire to improve English skills, enhances students' consistent use of the quiz filter. However, while the feature offers significant benefits, the study also highlights social media's potential to distract, emphasizing the need for careful management to maintain learning effectiveness.

Keywords: Perceptions,Instagram, English Quiz filter

1. INTRODUCTION

English serves as an international communication tool and a gateway to various fields of knowledge and technology, which is crucial for personal development and global career preparation. Sormin (2018) emphasizes that improving the quality of English language learning can be achieved by understanding the background of students' learning difficulties. Traditional teaching methods are often passive and non-interactive, leading to low student engagement. With technological advancements, the use of familiar social media platforms such as Instagram presents a potential solution for making learning more engaging. This research is inspired by an instructional media course taken by the researcher in the sixth semester, which encouraged exploring innovative media. The researcher noted the use of English quiz filter features on Instagram by some students and is interested in investigating their perceptions of these features and their impact on learning motivation.

2. RESEARCH METHOD

This research adopts a qualitative approach, which, as described by Creswell (2012), emphasizes a deep understanding of social phenomena from the participants' perspectives. Conducted in a natural setting, the study collects rich, descriptive data through observations, interviews, and document analysis. The researcher serves as the primary instrument for data collection and analysis, focusing on identifying emerging themes or patterns. The flexible and adaptive research design aims to understand English education students' perceptions of using Instagram's English quiz filter feature and its impact on their learning motivation. Additionally, the study employs a case study design, as outlined by Creswell (2012) and Yin (2014), to explore the phenomenon within its real-life context. This approach allows for an in-depth analysis of the specific case, helping to identify unique patterns and understand the dynamics at play.

3. RESULTS AND ANALYSIS

1. Reasons for Positive Perceptions

Students' perceptions of educational media influence their learning motivation. When educational media is perceived as interactive, engaging, and relevant, it typically enhances motivation. This is because such media makes learning more enjoyable, which encourages students to actively participate in educational activities. Positive perceptions arise when the media aligns with students' interests and preferences, making learning feel engaging rather than burdensome.

Conversely, if the media is perceived as uninteresting or irrelevant, it can negatively impact motivation. This aligns with Wulandari's (2023) research, which found that media failing to capture students' attention or meet their needs can result in boredom and decreased motivation. Sormin (2018) identified positive and negative perceptions, but this study found only positive perceptions, indicating favorable views of the educational media.

1.1. Perceptions of a Fun and Fear-Free Learning Medium

Bunga, an English education student, finds Instagram's English quiz filters beneficial due to their fun and fear-free nature. These features reduce her anxiety about making mistakes and help expand her vocabulary in a relaxed manner. This finding aligns with Wulandari (2023) and Sesriyani & Sukmawati (2019), demonstrating that Instagram can effectively reduce pressure and enhance learning.

Bunga : "I feel very happy and comfortable using the English quiz filter feature on Instagram because I am not afraid of making mistakes when answering the quizzes. This makes me feel more confident to keep trying.

Mawar : "I feel very happy and my curiosity increases significantly when using the English quiz filter feature on Instagram because it makes me more enthusiastic about learning."

Tulip : "I feel very happy because using the English quiz filter feature on Instagram is truly enjoyable. It makes my learning process more interesting and less boring."

1.2. Perceptions of Improving English Knowledge and Skills

Mawar, another English education student, finds Instagram's quiz filters enhance her enthusiasm and curiosity for learning English. These filters align with her daily technology use, making them an efficient tool for learning. The filters help expand vocabulary and prepare for exams like TOEFL. This finding is supported by previous research, including Ardiyansyah (2023) and Aisyah Noor Auly et al. (2021), which highlights Instagram's effectiveness in improving English skills and motivation.

Bunga : " The benefits include serving as a more relaxed testing medium without the fear of making mistakes and knowing one's level of understanding in English lessons, as well as helping to expand new

vocabulary"

Mawar : "It can enhance our English skills, especially the Instagram English

quiz filters focused on grammar, which can increase understanding of grammar"

Indah :   "I can increase my knowledge about TOEFL and IELTS testsand make more productive use of my free time.

Tulip :   "I can improve my knowledge about TOEFL test preparation and expand my understanding by using interesting technology as a medium for learning English."

Dahlia :   "I can broaden my horizons and learn grammar in a fun and engaging way."

Peoni: "This feature helps me to add vocabulary and enhance my understanding of grammar."

1.3. Perceptions of Suitability with Technology and Student Habits

Indah uses Instagram's quiz filters to prepare for exams like TOEFL, valuing the relaxed learning method. This approach aligns with her familiarity with technology and social media, making learning more integrated into her daily routine. This finding supports Agustin & Ayu (2021) and Sari & Wahyudin (2019), showing that leveraging familiar technology enhances learning effectiveness and student motivation.

Mawar: "In the 6th semester as a student in education and teaching, especially English education, I was asked to be able to use learning media, especially English, wisely utilizing technology. Using the English Quiz filter feature on Instagram can be a suitable choice."

1.4. Perceptions of Effective and Flexible Learning Media

Tulip appreciates the engaging and flexible nature of Instagram's quiz filters, which fit well into her daily routine and support independent learning. These features offer flexibility in time and place, promoting effective and enjoyable learning. Previous research, including Ardiyansyah (2023) and Aisyah Noor Auly et al. (2021), confirms the benefits of flexible learning media in enhancing English skills and motivation.

Bunga: "My initial motivation was curiosity about several English quiz filters on Instagram, but I eventually enjoyed using them because that curiosity challenged me to find out the correct answers from the quiz filters I tried."

Mawar: "I recommend the Grammar Quiz Filter because it can be used efficiently anytime."

Tulip: "I recommend the GrammarGlam Quiz Filter because it's easy to use and the TOEFL Test Prep Filter."

2. Influence of Perceptions on Motivation

Perceptions and motivation are closely related. According to Aristotle (2012), perception affects motivation by influencing how individuals view learning situations and

objectives. If students perceive the quiz filters as effective, their motivation to engage in learning increases. Conversely, negative perceptions can diminish motivation.

2.1. Positive Perceptions and Motivation

Dahlia finds Instagram's quiz filters enhance her learning experience by integrating grammar study into her daily routine. Positive perceptions of these features improve motivation, as they make learning enjoyable and convenient. This aligns with Ardiyansyah (2023) and Aisyah Noor Auly et al. (2021), showing that engaging and accessible technology fosters greater motivation and learning effectiveness.

Bunga: "I enjoy using the English Quiz filter feature on Instagram because I don't feel afraid of being wrong when answering quizzes. The sense of enjoyment and challenge motivates me to be more active in learning."

Mawar: "I feel happy and my curiosity grows larger in using the English Quiz filter on Instagram because especially if the answer I choose is correct."

Indah: "I feel happy because the English Quiz filter on Instagram is used casually so it doesn't feel like studying."

Tulip: "I feel happy because using the English Quiz filter on Instagram is really exciting."

Dahlia: "I feel happy because it's exciting."

Peoni: "I feel happy because I'm already used to using it and the material has been studied before."

2.2. Motivation to Improve English Skills

Peoni values the familiarity and user-friendliness of Instagram's quiz filters for expanding her vocabulary. Intrinsic motivation drives her to use these features, as she enjoys the learning process and integrates it into her daily routine. Sormin (2018) identifies intrinsic motivation as crucial, and Peoni's experience reflects this, emphasizing that personal interest and enjoyment are key to effective learning. Overall, the use of Instagram's English quiz filters offers significant benefits in enhancing English proficiency and motivation, demonstrating the effective integration of technology into the learning process.

Bunga: "My initial motivation was curiosity about some English quiz filters on Instagram, but over time, I enjoyed using them because that curiosity made me feel challenged to find the correct answers for the quizzes I tried."

Mawar: "My motivation is to challenge myself to see how good my English skills are by trying the English quiz filter on Instagram."

Indah: "My motivation is to prepare for the TOEFL test and to build my portfolio, but it's just a side activity."

Tulip: "My motivation is to learn English independently and improve my understanding of learning through technology while having fun."

Dahlia: "My motivation is to fill my free time with beneficial activities, so besides scrolling through Instagram, I can spend my free time learning English."

Peoni: "My motivation is to fill my free time and avoid boredom by learning verbs more easily through the English quiz filter on Instagram."

4. CONCLUSION

This study explored English education students' perceptions of Instagram's English quiz filter feature and its impact on their learning motivation. The findings revealed that students view the quiz filter as engaging, enjoyable, and effective for enhancing vocabulary, improving grammar, and preparing for exams like TOEFL through practice questions and immediate feedback. The feature's alignment with students' technology habits makes it a flexible and accessible learning tool that adapts to individual learning styles. This positive perception significantly boosts students' motivation, creating a supportive and relaxed learning environment where mistakes are seen as opportunities to learn. Intrinsic motivation, fueled by curiosity and a desire to improve English skills, encourages consistent use of the quiz filter, enhancing confidence and engagement. However, the study also cautions that social media's potential to distract could reduce the effectiveness of learning if not used carefully.

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APPENDIX

Figure 1. The most frequently used quiz filter feature by respondents