

# **INDONESIAN UNIVERSITY STUDENT'S EMOTIONAL EXPERIENCES OF LEARNING VOCABULARY THROUGH ENGLISH LEARNING ACCOUNTS ON INSTAGRAM**

**Iwan Gunawan<sup>1</sup>, Yousef Bani Ahmad<sup>2</sup>, Praditya Putri Utami<sup>3</sup>**  
iwang2022@gmail.com, yousef.baniahmad@fkip.unsika.ac.id, praditya.putri@fkip.unsika.ac.id

UNIVERSITAS SINGAPERBANGSA KARAWANG

## **ABSTRACT**

Emotions are indicated as central heart in the term of vocabulary learning context. These are being students' evaluation toward foreign language learning process that provide worthwhile and important information related to cognition, behaviour and even motivation. In this case, the investigation of emotions which personally experienced by university students has not existed in the forefront, still gets a little bit scientific attention, quite limited in the research agenda of vocabulary learning. Keeping that in mind, this research is aimed to investigate university student's emotional experiences of learning vocabulary through English learning accounts on Instagram. The respondent of this research was a university student from non-English department in sixth semester who studying in one of universities in Lampung province, Indonesia. In order to occupy this research goal, a narrative inquiry is involved to excavate the experiences of a multifaceted kinds of positive and negative emotions. A semi structure interview through Zoom application is employed to collect the data of this research. All of data are analysed by using Braun and Clarke's thematic analysis theory with several steps comprised of reading, coding, theming and interpreting. The result of this research reveals that emotions like happiness, satisfaction, inclination, and security may influence his willingness, feeling, motivation, and learning strategy. Meanwhile, emotions of unhappiness, insecurity and dissatisfaction are signified as the source of the obstacles in learning vocabulary through these accounts. As a matter of this fact, it can be said that emotions play a significant role during the process of learning vocabulary since there is no language learning process without the existence of emotions.

*Keywords:* Emotions, English learning accounts, Vocabulary learning

## **A. INTRODUCTION**

Emotions play a pivotal role in foreign language learning invariably in vocabulary learning. They provide a beneficial information that leads to human cognition, behaviour and motivation. In line to above explanation, in principle, students have a variety pattern of emotional experiences both positive and negative emotions such as hope, relief, enjoyment, pride, anxiety, anger, shame, boredom, hopelessness etc (Pekrun, Goetz, & Perry, 2002a). These emotions are academic emotions which directly influence students' learning process, performance, motivation, identity development, and even health (Schutz

& Pekrun, 2007; as cited in Pishghadam et al., 2016). That being the case, emotions are being the result of students' evaluation in leaning process. Accordingly, emotions are pointed out as human experience which considered as essential as the learning process.

In the term of foreign language learning, the role of vocabulary learning is also indivertible. As argued by Thanh Huyen & Thi Thu Nga (2003, as cited in Rohani & Pourghaib, 2013) explains that vocabulary is language element which indirectly correlates to four language skills such as speaking, reading, listening and writing. Even though vocabulary is denoted as a vital part in acquiring new languages. In fact, vocabulary learning may be very difficult if it is applied with most conventional learning model (Saldana et al, 2019). Assuming this, the emergence of new means that able to simplify the learning process is needed to prompt the students in learning vocabulary.

Considering to the matter above, the presence of Instagram is indicated as a novel approach of alternative educational device which provides a various contextualized audio-visual information for language learning including vocabulary learning (Yadegarfar & Simin, 2016). Due to a swift development and the most popularity of this platform, many creators of English learning accounts on Instagram compete to put on all kinds of language materials related to vocabulary. That being the case, students may learn vocabulary through this platform by their own way and determine learning goal to support their learning process. Therefore, the utilization of Instagram can be signified as valuable language learning tool that helps the learning process and intensify the quality of learning (Salomon, 2013).

In line to above statements, a number review of literatures which explain about how Instagram facilitates and supports students in learning the entire of English skills such as reading, speaking, writing, listening, etc have been conducted before (Al-ali, 2014; Aloraini, 2018; Anggraeni, 2010; Handayani, 2017; Khalitova & Gimaletdinova, 2016; Kurniawan & Kastuhandani, 2016; Listiani, 2016; Mansor & Rahim, 2017; Rinda, Novawan, & Miqawati, 2018; Soviyah & Etikaningsih, 2018; Vianty & Palmi, 2014 as cited in Pujiati et al., 2019). However, until right now there is no a comprehensive research which accentuate about university student's emotional experiences of learning vocabulary through English learning accounts on Instagram. As recorded (Mansor & Rahim, 2017) by the investigation toward the use of Instagram as digital education platform for language learning purposes is still scarce and accepted a slight attention. In additional, a study which focused to emotions experienced personally by English language learners is also quite limited in language learning context (Imai, 2010; Pishghadam, 2009).

At this point, it is such an important thing to deal with a multiteity pattern of emotions which experienced by university's student while learning vocabulary through English learning accounts on Instagram. As stated by Pekrun, Goetz, Titz, et al., (2002) that students accepted a full range of emotions in language learning process since basically students will never learn without emotions. With this in mind, it should be recognized that when educators fizzle out to appreciate the significance of students' emotions, simultaneously they will also fizzle out a critical force of students' learning (Yang & Damasio, 2007).

To put it briefly, the researcher aims to take on a research about university student's emotional experiences of learning vocabulary through English learning accounts on Instagram by using narrative inquiry. A proper understanding about the complexities of emotions which personally experienced by university's students will provide a complete explanation toward a variety forms both positive and negative emotions. A more important, the researcher is also expected that this study may stimulate all university students outside to highlight the significance of learning vocabulary through English learning accounts on Instagram and motivate them to surmount their troubles by following suggested strategy. As a consequence, the availability of this study will offer new insights on how vocabulary learning is created and shaped by emotions so that indirectly can extend the literature of qualitative research.

## **B. LITERATURE REVIEW**

### **1. Emotions**

Emotions are defined as subjective responses to object, person and definite situation in educational context (Hascher, 2008). Additionally, emotions which directly experienced by students are indicated as crucial thoughts to comprehend students' motivation, effective teaching and even learning process (Pekrun, Goetz, Titz, et al., 2002; Meyer & Turner, 2006). For the reason, emotions have a pivotal role as a part of human experience where should be assumed just as significant as the learning process.

In terms of language learning, emotions are manifested as central heart of foreign language learning process. In foreign language learning process, students may have a full range of positive and negative emotions that facilitate or preclude the way of understanding and learning vocabulary. In this case, positive emotions such as hope and enjoyment can encourage students' performances in processing information (Febrilia et al., 2011), even also arouse students' motivation and interest (Pekrun et al., 2007). Meanwhile, negative emotions like boredom, hopelessness, and anxiety pertain negatively to interest and effort (Pekrun, Goetz, & Perry, 2002b) so that let students have trouble to conceive what they have learnt during the process of learning. To sum up, it is pivotal to well understand about emotional experiences which personally experienced by university during the process of vocabulary learning. As argued by Ismail (2015), both of positive and negative emotions can influence students' learning.

### **2. Vocabulary Learning**

Vocabulary learning is designated as one of the most challenging items in foreign language learning process. It is thought as the most vital element of a foreign language that focused to study about a group of words. That being a case, any languages including English certainly have a wide array of words, language will never abide without cope with adequate vocabulary (Mohammed, 2019). Regarding this, it is necessary to enrich vocabulary knowledge which help students to learn how to speak, write, comprehend the spoken language and even distinguish the meaning from the various text types that simultaneously enable them to master the whole of English language skills. Given these points, vocabulary learning can be portrayed as crucial tool of foreign language learning. To put it briefly, vocabulary learning may be considered as an integral part of language pedagogy that inseparable to language learning (Alqahtani, 2015).

### **3. Instagram**

Instagram is signified as a free social network platform service that allow the users to capture a series of pictures, videos, and a variety of information or knowledge including language learning materials for unbounded period of time. On the authority of Al-ali (2014), Instagram has a variety kind of functions like creating account, post any contents through pictures or videos, add locations, add caption, apply filters, tag users, add hashtags, add comments, browse and even follow other accounts. In view of the fact, a plethora amount of contextualized visual data derived from Instagram can be suggested as additional media for students in learning vocabulary. Therefore, Instagram is assumed as authentic and effective educational tool which propose vocabulary learning beyond classroom.

### **4. English Learning Accounts**

The space of English learning accounts nowadays is rife emerged in Instagram. (Jaka, 2019), the existence of English learning accounts provides various contents for language learning. Through this platform, the students can access several images or videos and follow many English learning accounts to acquire vocabulary materials. That being the case, English learning accounts may be assumed as appropriate source of authentic, up to date English materials and alternative way for students to remember a new vocabulary effectively and learn more the meanings of words instantly.

As a matter of fact, there are several English learning accounts that have selected directly by researchers to this research. Those accounts are comprised of @kampunginggrislc, @gurukumrd, and @survival\_kampunginggris. Principally the majority of these accounts have operated more than 3 years and uploaded English materials almost every day. For the reason, the entire of these accounts can be suggested to all students from various learning levels and backgrounds because the main visual contents of these accounts are close to Indonesian context.

## **C. RESEARCH METHODOLOGY**

This research was involved a qualitative method and pervaded narrative design (Clandinin & Connelly, 2000) to explore Indonesian university student's emotional experiences of learning vocabulary through English learning accounts on Instagram. The stories of emotional experiences are personally experienced by participant of this research to reveal background of decision, feelings, motivation, the strategies and obstacles of learning vocabulary through this platform.

The participant of this research is a university student from non-English department in sixth semester who studying in one of universities in Lampung province, Indonesia. Even though between participant and researcher have long distance, this research was undertaken virtually to support Indonesian government policy in handling the Covid-19 pandemic. The recruitment participant of this research was carried out by considering the reason that researcher has emotional proximity to the participant as old friend since junior high school. Given these points, the participant has quite a while experiences of learning vocabulary through English learning accounts on Instagram. Accordingly, the participant is willing to construct his experiences to the researcher.

In collecting the data, the researchers conducted data collection in May 2021 by embroiling semi-structure interview with aimed to gain complete overviews of participant's experiences. As emphasized by Clandinin & Huber (2010; Connelly & Clandinin, 1990; as cited in (Hastowohadi et al., 2020), it is possible for the researchers to acquire complete information by listening to the stories derived from participants. Before interviewing the participant, the researchers tried to contact the participant via direct message on Instagram by asking his willingness to participate in this study. After that, when the participant had agreed to take part in this study, this talk was continued via WhatsApp chat to discuss about a proper time of conducting interview process which adjusted to participant's spare time. As one of attempts related to safety assurance during the pandemic, the researcher involves Zoom application as media support for interviewing process with purposed to perceive participant's emotional expressions clearly. This interview process was established by researchers with warranty of anonymity, confidentiality and emotional comfort. A more important, the participant has discretion and a strong right to step down from interview process whenever without any consequences (Harvey, Robinson & Welch, 2017; Widodo, 2014 as cited in Fridani et al., 2020). Thus, the advantage of using digital technology within interview process is that the researcher has the opportunity to encounter participants' emotional expressions directly (Harvey, 2015).

In this case, the interview questions were not directly pertained to participant's emotional experiences in learning vocabulary through English learning accounts on Instagram. Conversely, these were more generally related to how was participant's feeling, how was participant's impression, and how was participant's strategy in learning vocabulary through this platform. Regarding this point, the responses of these questions would indirectly signify participant's emotional experiences. This interview process would be implemented two times during 60 - 90 minutes with Indonesian so that the participant had a flexibility to provide a relevant information to research data necessity.

After the interview process was completed, the next step refers to transcribe the interview data and analyse it based on the themes that often appear. In analysing the data, emerging patterns and themes were identified through (Braun & Clarke, 2006). This approach tends to identify the issues and emotional experiences in accordance to predetermined themes than concerned what participant had been told based on its story structure. That being the case, the interview data result with participant through Zoom application were recorded and organized into a written data which aimed to find out the relationship between each lexis compiles the sentence as crucial information. The analysis focused to read the interview transcript repeatedly to conceive the meaning and discourse of the story. After the data had been read thoroughly several times, the lexis, phrase, clause and even sentence which relevant to research question would be coded with different colour. To put it briefly, the coded data was classified into several themes would facilitate the process of reviewing, correlating and summarizing the data (Spencer, Richtie, Ormston, O'conner & Barnard, 2014; as cited in (Fridani et al., 2020).

To minimize misinterpretation toward emotional experiences of learning vocabulary through English learning accounts on Instagram data which personally experienced by participant of this study, the researcher involved language evaluation parameters (Martin & White, 2005) in which these are comprised of inclination-disclination,

satisfaction-dissatisfaction, security-insecurity, happiness-unhappiness to reveal feeling, believe, thought, and even experience that accepted by participant in the terms of learning vocabulary. Thus, both positive and negative emotions indirectly would be found to answer the research problem.

## **D. FINDING AND DISCUSSION**

This research was conducted with the purpose to find out overall overviews about university's student emotional of learning vocabulary through English learning accounts on Instagram. It means that we identified a wide array of emotions which personally experienced by university student. As attested by (Pekrun, Goetz, & Perry, 2002), substantially students experience a rich diversity of emotions in academic settings. These emotions are being students' evaluation toward definite situation especially learning (Pekrun 2000; as cited in Méndez López, 2011). In line to the fact, it was vitally relevant to the participant of this narrative research where emphatically stated that he experienced a variety of both positive and negative emotions during the process of learning vocabulary through these accounts. In accordance with thematic analysis, we identified several main themes related positive and negative emotions of learning vocabulary through English learning accounts on Instagram namely, (1) a powerful willingness to grasp new vocabulary; (2) drive away abroad with enough vocabulary knowledge; (3) learning vocabulary through these accounts is gladden; (4) the consistency to learn vocabulary through English quiz and Instagram's posts are significant; (5) bad mood, stress and less mobile data plans are the obstacles in learning vocabulary. Therefore, a more detailed of finding and discussion of this research are as follow

### **1. A Powerful Willingness to Grasp New Vocabulary**

During the process of learning vocabulary, basically there was a background of decision why the participant of this research had consideration to learn vocabulary through English learning accounts on Instagram. In conformity with the ideas of what the participant said related to this issue would be explained below:

#### **Interview Excerpt 1**

In principle, the main reason of me to learn vocabulary through these accounts because I intend to augment a number of vocabulary knowledge (*inclination*). Additionally, the flexibility of Instagram's story provided me the convenience (*security*) to answer the questions directly. In the dictionary, I must to look up the words one by one in which it took a lot of time. In contrast, when I learn vocabulary through these accounts, everything would be summarized (*satisfaction*) and it was made easy to memorize it (*happiness*).

*(Bee, Online Interview, 09 May 2021)*

Acquired from the statement above, the participant of this research revealed about the background of decision why he determined to learn vocabulary through English learning accounts on Instagram. Fundamentally, he stated that he expected to upgrade a number of vocabularies understanding. The flexibility of Instagram's story and posts can be summarized the materials as well as a reminder for him to signify what kind of vocabulary materials that should be learnt and noticed. Regarding to the response above, it can be underlined that the participant of this research experienced positive emotion. It could be proven that he expressed his desire to learn vocabulary in these accounts. As emphasized

by (Febrilia et al., 2011), pleasant emotion like “hope” might encourage flexible thought to outline the ideas. For the reason, it is clear that this positive emotion could affect university student's performance in processing information related to vocabulary materials.

## **2. Drive Away Abroad with Enough Vocabulary Knowledge**

In this case, the participant of this research also emphasized his motivation to learn vocabulary through this platform. Regarding this, a more detailed explanation related participant's motivation as follow:

### **Interview Excerpt 2**

Pertain to motivation, I really wanted (*inclination*) to go abroad and know properly how to acquaint with overseas friends. Keeping this in mind, I also needed (*inclination*) to explore more frequently these accounts by seeing their posts. Further than this, it was important for me to learn vocabulary intensely thru English learning accounts on Instagram so that I can make a deeper topic of discussion to overseas friends (*happiness*) and talk to them fluently (*satisfaction*) with sufficient of vocabulary knowledge.

(Bee, Online Interview, 09 May 2021)

Gleaned from the interview excerpt above, the participant of this research delivered his motivation during the process of learning vocabulary through English learning accounts on Instagram. Unexpectedly, the participant asserted that he motivates himself to go abroad and come upon to foreigners. To reach these motivations, he confessed that it was pivotal to learn more vocabulary through these accounts. By practicing ceaselessly, he could have a great opportunity to talk with foreigners fluently. In line to above statement, it was clear that the participant of this research experienced positive emotion since he was happy to motivate himself to learn more vocabulary through this platform so that he had a chance to go overseas and have a talk fluently with foreigners. As elaborated by (Méndez López, 2011), positive emotions had important impacts on foreign language learners' motivation. In consequence, it means that positive emotions might trigger students' volitional and sustain academic motivation within the process of learning vocabulary.

## **3. Learning Vocabulary through These Accounts is Gladden**

By the same token, the participant of this research conveyed his feeling in the term of vocabulary learning thru these accounts. Absolute feeling which personally experienced by the participant of this research namely:

### **Interview Excerpt 3**

Specifically, I was really happy (*happiness*) because these accounts might help me to practice my vocabulary understanding. Moreover, the consistency of these accounts to upload English materials could be regarded as reminder that made me exited (*inclination*) to learn vocabulary continuously. When they posted something new, everything was amazing (*satisfaction*). I was considerably happy (*happiness*) because the presence of these accounts was helpful (*security*) to me to have well organized vocabulary learning (*satisfaction*).

(Bee, Online Interview, 09 May 2021)

In conformity with the ideas of interview excerpt 3, the participant of this research also explained about the feeling of learning vocabulary through English learning accounts on Instagram. In this case, he delivered his feeling that he was very happy to learn vocabulary through these accounts. Additionally, he was amazed to the consistency of these accounts to provide vocabulary materials, he considered that these accounts can be a direct reminder that made him excited to have well-organized vocabulary learning process. Regarding that circumstance, it was clear that he expressed his enjoyment during the process of learning vocabulary. The experiences of positive emotion such as enjoyment might propel higher level of engagement in learning process (Fredricks et al., 2004; Fredrickson, 2001; as cited in Simonton et al., 2017). As a final point, a good environment that was available in English learning accounts on Instagram could drive language learners to have a higher level of arousal in learning vocabulary.

#### **4. The Consistency to Learn Vocabulary through English Quiz and Instagram's Posts Are Significant**

Besides that, the participant of this research also had particular strategies which usually implemented when he learnt vocabulary through these accounts. A further explanation related to this matter that was:

##### **Interview Excerpt 4**

For the strategies, I used to reply the questions as much as possible through English quiz in Instagram's story (*happiness*) and view vocabulary materials through a few slides of Instagram's posts (*happiness*). I believed that these ways provided easiness (*security*) to look after my memorization toward vocabulary materials. In other word, I accustomed to check others' user comment (*happiness*) in order to acquire new vocabulary so that allowed me to capture all of new vocabularies and save these into my phone (*satisfaction*). In managing the time for learning vocabulary through these accounts, I utilized my first 30 minutes for scrolling anything which unrelated to vocabulary learning (*happiness*). Afterward, I employed my second 30 minutes just for learning vocabulary (*happiness*). To my mind, this way was beneficial for me to apply two phases at the same time because there would be relevance between those phases that allowed me to understand new vocabulary (*satisfaction*).

*(Bee, Online Interview, 09 May 2021)*

Pertaining to the contention above, there are several strategies which generally used by participant in learning vocabulary through English learning accounts on Instagram. This clarification indirectly notified about the technique to memorize vocabulary and how to manage the time in learning vocabulary through these accounts. As concerned to the finding of this research, the proper strategies to learn vocabulary could be undertaken by accomplishing English quiz, viewing the other people's comment in Instagram's posts and capturing new vocabulary to be saved in the gallery's phone. According to him, these ways were helpful to learn vocabulary. Additionally, the existence of English quiz and a few slides integrated in one post were indicated as faithful ways in memorizing English vocabulary. For managing the time, he used to employ first 30 minutes for scrolling anything and continuing last 30 minutes for learning vocabulary. He considered that there would be precise coherency of these ways in which allowed him to find any kinds of unanticipated vocabulary. In relation to previous explanation, it was clear that the participant of this research expressed his positive emotions like happiness, security and



even satisfaction during the process of learning vocabulary through these accounts. (Pekrun, Goetz, Titz, et al., 2002), the experiences of positive emotions might facilitate the use of creative strategies such as critical evaluation, elaboration, organization and metacognitive mentoring. Consequently, it could be said that the positive emotions of learning vocabulary through English learning accounts on Instagram provided the chance for language learners to have creative learning system and creative modes of thinking.

### **5. Bad Mood, Stress, and Less Mobile Data Plans Are the Obstacles in Learning Vocabulary**

In view of the fact, the participant of this research clarified the obstacles of learning vocabulary through these accounts. A number of obstacles which directly faced by the participant were consist of:

#### **Interview Excerpt 5**

Based on my experiences during vocabulary learning through English learning accounts on Instagram, getting bad mood (unhappiness) and having stress (unhappiness) were main obstacles which experienced by me. These conditions of course made me got trouble (insecurity) to understand easily the vocabulary materials that were discussed. Additionally, the inadequacy of mobile data plans was also being the obstacles for me to learn vocabulary because basically to access the entire of these accounts, it was needed mobile data plans (*dissatisfaction*).

*(Bee, Online Interview, 19 May 2021)*

The last explication of interview excerpt 5 attributed to the obstacle factors of learning vocabulary through English learning accounts on Instagram. With this in mind, the participant of this research emphasized that bad mood (angry), stress (frustration) and less mobile data plans were being predominant obstacle factors in learning vocabulary through these accounts. In virtue of prior obstacle factors, it was clear that the participant of this research had negative emotions like unhappiness and dissatisfaction. (MacIntyre & Gregersen, 2012), negative emotions could narrow the focus and restrict the range of language input. Hence, with negative emotions, students could have less attention and low spirit to learn vocabulary. Having stable of positive emotions are necessary and pivotal so that able to grasp the vocabulary materials with no bother.

### **E. CONCLUSION**

In accordance with the finding of this research, we concluded that university student experienced both of positive and negative emotions during the process of learning vocabulary through English learning accounts on Instagram. In this case, the expression of happiness, satisfaction, inclination and security were signified as positive emotions. In contrast, the feeling of unhappiness, dissatisfaction and insecurity were classified as negative emotions. Experiencing a multifaceted kind of emotions was considered significant in language learning since these emotions play important role to support university student's motivation, desire, feeling, learning obstacles and proper strategy for the development of optimal vocabulary learning. To sum up, it was pivotal thing to keep up and maintain positive emotions in vocabulary learning process. Positive emotions could present invaluable support for learning whereas negative emotions might

cap off the mind and prevent learning from occurring altogether (Arnold, 2011). For future research, increasing a wider number of participants was truly expected in order to have a wealthy information related to emotional experiences of learning vocabulary through English learning accounts on Instagram. In consequence, utilizing additional method for collecting the data like reflective journal was also required and essential to gain deeper perspectives, a potential and meaningful knowledge pertained to university students' emotions in the terms of vocabulary learning.

## F. REFERENCES

- Al-ali, S. (2014). Exploring the Possible Use of Instagram as a Language mLearning Tool. *Issues and Trends in Educational Technology*, 2(2), 1–16.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Arnold, J. (2011). Attention to affect in language learning. *Anglistik: International Journal of English Studies*, 22(1), 11–22. <http://eric.ed.gov/?id=ED532410>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/ISSN 1478-0887/1478-0895>
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. Jossey Bass Publishers. [http://cae.americananthro.org/wp-content/uploads/2014/09/Clandinin\\_Jean\\_Connelly\\_Michael-Narrative\\_Inquiry.pdf](http://cae.americananthro.org/wp-content/uploads/2014/09/Clandinin_Jean_Connelly_Michael-Narrative_Inquiry.pdf)
- Febrilia, I., Warokka, A., & Abdullah, H. H. (2011). University Students' Emotional State and Academic Performance: New Insights of Managing Complex Cognitive. *Jouenal of E-Learning and Higher Education*, 2011, 1–15. <https://doi.org/10.5171/2011.879553>
- Fridani, L., Elfiah, U., Handayani, S., & Ali, A. (2020). Thought, Attitude and Action: The Struggle of an International PhD Student- Mother during the COVID-19 Pandemic in Australia. *Journal of International Students*, 10(S3 (2020)), 75–90. <https://doi.org/ISSN: 2162-3104 Print/ ISSN: 2166-3750 Online>
- Harvey, L. (2015). Beyond member-checking: a dialogic approach to the research interview. *International Journal of Research and Method in Education*, 38(1), 23–38. <https://doi.org/10.1080/1743727X.2014.914487>
- Hascher, T. (2008). Quantitative and qualitative research approaches to assess student well-being. *International Journal of Educational Research*, 47(2), 84–96. <https://doi.org/10.1016/j.ijer.2007.11.016>
- Hastowohadi, Setyaningrum, R. W., & Pangesti, F. (2020). Forced remote learning during the covid-19 outbreak: International students' stories from a bahasa indonesia (the indonesian language) for foreigners classroom. *Journal of International Students*, 10(Issue S3), 180–197. <https://doi.org/10.32674/jis.v10iS3.3206>
- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *Modern Language Journal*, 94(2), 278–292. <https://doi.org/00267902/10.1111/j.1540-4781.2010.01021.x>
- Ismail, N. M. (2015). EFL Saudi Students' Class Emotions and Their Contributions to Their English Achievement at Taif University. *International Journal of Psychological Studies*, 7(4), 19. <https://doi.org/10.5539/ijps.v7n4p19>
- Jaka. (2019). *6 Akun Instagram untuk Belajar Bahasa Inggris*. <https://jalantikus.com/tips/akun-instagram-untuk-belajar-bahasa-inggris/>

- Saldana, J., Ozer, O., Kiliç, F., Alsaif Sarah Ali, M., & Deris, F. D. (2019). Vocabulary learning through duolingo mobile application: Teacher acceptance, preferred application features and problems. *International Journal of Recent Technology and Engineering*, 14(2), 1-31.
- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193. <https://doi.org/10.14746/ssllt.2012.2.2.4>
- Mansor, N., & Rahim, N. A. (2017). Instagram in ESL Classroom. *Man In India*, 97(20), 107–114.
- Martin, J. ., & White, P. R. R. (2005). The Language of Evaluation (Appraisal in English). In *Canadian Journal for Studies in Discourse and Writing/Rédactologie* (1st editio, Vol. 6, Issue 2). PALGRAVE MACMILLAN. <https://doi.org/DOI 10.1057/9780230511910>
- Méndez López, M. G. (2011). The motivational properties of emotions in Foreign Language Learning. *Colomb. Appl. Linguist. J. ISSN*, 13(2), 43–59. <https://doi.org/ISSN: 0123-4641>
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing Emotion and Motivation to Learn in Classroom Contexts. *Educ Psychol Rev*, 18, 377–390. <https://doi.org/DOI 10.1007/s10648-006-9032-1>
- Mohammed, H. (2019). *The Effect of Social Media on Improving EFL Students' Vocabulary*. 2, 1–16. [https://www.researchgate.net/publication/335740561\\_The\\_Effect\\_of\\_Social\\_Media\\_on\\_Improving\\_EFL\\_Students'\\_Vocabulary](https://www.researchgate.net/publication/335740561_The_Effect_of_Social_Media_on_Improving_EFL_Students'_Vocabulary)
- Pekrun, R., Frenzel, A. C., Goetz, T., & Perry, R. P. (2007). The Control-Value Theory of Achievement Emotions: An Integrative Approach to Emotions in Education. *Educational Psychology Series*, 13–36. <https://doi.org/https://doi.org/10.1016/B978-012372545-5/50003-4>
- Pekrun, R., Goetz, T., & Perry, W. T. & R. P. (2002a). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. *Educational Psychologist*, 37(2), 91–105. [https://doi.org/DOI: 10.1207/S15326985EP3702\\_4](https://doi.org/DOI: 10.1207/S15326985EP3702_4)
- Pekrun, R., Goetz, T., & Perry, W. T. & R. P. (2002b). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. : : *A Program of Qualitative and Quantitative Research, Educational Psychologist*, 37(2), 91–105. [https://doi.org/DOI: 10.1207/S15326985EP3702\\_4](https://doi.org/DOI: 10.1207/S15326985EP3702_4)
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91–105. [https://doi.org/10.1207/S15326985EP3702\\_4](https://doi.org/10.1207/S15326985EP3702_4)
- Pishghadam, R. (2009). A Quantitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning. *Electronic Journal of Foreign Language Teaching*, 6(1), 31–41. <http://e-flt.nus.edu.sg/v6n12009/pishghadam.pdf>
- Pishghadam, R., Zabetipour, M., & Aminzadeh, A. (2016). Examining emotions in English language learning classes: A case of EFL emotions. *Issues in Educational Research*, 26(3), 508–527.

- Pujiati, H., Zahra, & Tamela, E. (2019). The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English. *Advances in Social Science, Education and Humanities Research, Volume 335 1st, 335*, 651–656. <https://doi.org/10.2991/icesshum-19.2019.103>
- Rohani, M., & Pourghaib, B. (2013). The Effect of Games on Learning Vocabulary. *International Research Journal of Applied and Basic Sciences, 4(11)*, 3540–3543. <https://doi.org/ISSN 2251-838X>
- Salomon, D. (2013). Moving on from Facebook: Using Instagram to connect with undergraduates and engage in teaching and learning. *College and Research Libraries News, 74(8)*, 408–412. <https://doi.org/10.5860/crln.74.8.8991>
- Simonton, K. L., Garn, A. C., & Solmon, M. A. (2017). Class-related emotions in secondary physical education: A control-value theory approach. *Journal of Teaching in Physical Education, 36(4)*, 409–418. [https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=4425&context=gradschool\\_theses](https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=4425&context=gradschool_theses)
- Yadegarfar, H., & Simin, S. (2016). Effects of using Instagram on learning grammatical accuracy of word classes among Iranian undergraduate TEFL students. *International Journal of Research Studies in Educational Technology, 5(2)*, 49–60. <https://doi.org/10.5861/ijrset.2016.1572>
- Yang, M. H. I., & Damasio, A. (2007). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education. *International Mind, Brain, and Education Society and Blackwell Publishing, Inc, 1(1)*, 3–10. <https://doi.org/10.1111/j.1751-228x.2007.00004.x>