



## The Influence of Social Media on Students' Reading Ability

Dwi Rulli Rahmawati<sup>1</sup>, Semi Sukarni<sup>2</sup>, Sri Widodo<sup>3</sup>  
{[rullirahma2662@gmail.com](mailto:rullirahma2662@gmail.com)<sup>1</sup>, [semi.sukarni24@gmail.com](mailto:semi.sukarni24@gmail.com)<sup>2</sup>,  
[wid.umpwr@gmail.com](mailto:wid.umpwr@gmail.com)<sup>3</sup>}

English Education Program, Purworejo Muhammadiyah University, Indonesia<sup>1,2,3</sup>

**Abstract.** The objectives of the research is to find out whether is any positive and significant influence of influence of the use social media on students' reading ability at the eighth grade of SMP Negeri 4 Purworejo in the academic year of 2019/2020.. The sample involved 50 students by applying purposive sampling. The population of this study is the eighth grade students of SMP Negeri 4 Purworejo in the academic year of 2019/2020. The total of the eighth grade students is 256 students. formula. The instruments to take the data by questionnaire to observing the use of social media and by reading test to observing the reading comprehension skill. Mean and standard deviation are used in the descriptive analysis, while test of linearity and hypothesis is used in the inferential analysis. The main result of this research is (1) the use of social media can be categorized in *sufficient level* with  $M = 74.56$ , the  $SD = 9.73$  and  $S = 94,741$  at the range 70-79. (2) the students' reading ability can be categorized in excellent level with  $M = 77.8$ , the  $SD = 16.394$  and  $S = 268.776$  at the range 80 – 100. (3) the result of hypotesis test shows that the value of correlation is 0.312 which is higher than 0.279 rtable 5%. It means that the use of social media influence the students' reading ability as big as 9.8% and the residue is 90.2% influenced by other factor. The significant value of regression based on SPSS 16.0 is 0.027 which is lower than 0.05. It means that there is a positive and significant influence between two variables.

**Keywords:** *influence, reading ability, social media*

### 1. Introduction

Language takes a big part in daily life as a tool of communication. It helps people to convey their idea and to express their feelings. People use language to communicate with others. Communication can be defined as the process of transmitting information and common understanding from one person to another. People have to use language so that the purpose of communication can be achieved.

English has come to be seen as the most important foreign language in Indonesia. It becomes communication tool in international interaction around world. English is widely used in many fields such as economy, politics, science, technology, education, and so on. However, people that are not using English as mother tongue have to build their ability in using English well.

Indonesia is one of many countries that uses English as foreign language. Due to its important role, English becomes one of languages that should be learned, especially for students. Almost all educational levels in Indonesia provide English as a subject in school to increase the students' knowledge of English.

Meanwhile, in learning English, the students have to master four skills namely listening, speaking, reading, and writing. Reading is important skill to improve readers' ability in learning English. Alyoesef states reading is an interactive process between reader and a text which leads to automacity or reading fluency. Having this skill means readers can comprehend what the writer try to convey in his/her writing.

Most of students think that reading is not easy to be done. It is because they have problem in reading. The problem of reading that is being faced by students can affect their reading ability. Reading activity of Indonesian students can be catagorized low. Based on Programme for International Student Assesment (PISA), Indonesia's position is still left behind. PISA 2015 shows that Indonesia is ranked 66 out of 72 countries. Meanwhile, PISA

2018 Reading Result by Country, Indonesia was ranked 72 out of 77 countries. Therefore, it is undeniable that students have less interest in reading activity.

Mostly educator and learners cannot be apart from technology nowadays. Technology brings up many social media. It is an Internet service or platform for sharing information, ideas, picture, videos, and many else. Based on Digital Around The World in 2019 by Hootsuite, there are 4.39 billions internet users which represent an increase of 9% from the last year. Meanwhile, Indonesia is ranked 32 from 47 countries in total for active social network penetration 2019 by Statistica. The percentage is 59%. The growth of Internet in Indonesia can be categorized quite high.

The usage of the social media has risen up for academic pupose. It can provide them a lot of online recourses for learning. There are many facilities which are available to help them in learning English, especially for reading ability. Besides, the students can increase their reading ability by using social media.

In this digital era, they spend their time mostly with their phone. The presence of social media enables users to share information or ideas easily. That is why the users tend to use social media for academic purpose.

Based on the explanation above, the researcher investigated the influence of social media on students' reading ability at the eighth grade of SMP Negeri 4 Purworejo in the academic year of 2019/2020.

## **2. Literature Review**

### **2.1. The Theory of Teaching and Learning**

#### **a. Definition of Teaching**

The word "teach" means to give someone knowledge or to train someone; to instruct. In education, teaching and learning process is related to each other. According to [1] teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners. Teaching is a guiding and facilitating learning that enabling the learners to learn, and setting the codition of learning [2].

According to [3] teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know to understand.

The conclusion that can be stated by the researcher about the definition of teaching is that teaching is teachers' activity of giving instruction for guiding the students while providing knowledge to help the students understand.

#### **b. Definition of Learning**

According to [2] learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is an activity which is done by the students during the process of study.

According to [2] proposes a composite of the definition of learning as follows:

- 1) Learning is acquisition or "getting".
- 2) Learning is retention of information or skill.
- 3) Retention implies storage system, memory and cognitive organization.
- 4) Learning involves active, conscious focus on acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some forms of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

## 2.2. The Theory of Reading

There are four skills in learning English they are listening, speaking reading and writing, the four skills are very important to be emphasized in teaching and learning English. In language teaching, there are two things that have to be faced by the students; productive and receptive. Productive is referred to language generated by learner in speech or writing. Meanwhile, receptive is language directed at the learner in reading or listening [4]. According to [5] reading is an “interactive” process between reader and a text which leads to automaticity or reading fluency.

[6] also state that reading is interaction between a reader and the text. There are two nature of reading; process and product. The reader is thinking about what she/he is reading, what it means to her/him, how it relates to other things he has read. The reader may experience the difficulties or ease to overcome whether continuing to read with pleasure or not. [6] believes that reading is, first and foremost, a purposeful activity. It means that reading is an activity with a purpose.

Based on the definitions above, the researcher concludes that reading is a skill that can enrich the reader’s background knowledge. Reading is very important to improve the reader’s way of thinking. Reading also helps the reader to conclude what the text is.

## 2.3 Reading Ability

According to Gough, Hoover and Peterson as cited in [7] reading ability can be found only in the presence of both decoding and comprehension. Both skills are necessary; neither is sufficient. Besides, one of the major component skills associated with reading ability is the role of vocabulary knowledge [7].

In processing of reading ability, there are two processes that are required as follows:

### a. Word Recognition

Word recognition refers to the process of perceiving how written symbol correspond to one’s spoken language.

### b. Comprehension

According to Grabe and Stoller (2002), reading comprehension is the ability to understand information in a text and interpret it appropriately.

[8] says that reading comprehension is a multi component, highly complex process that involve many interaction between readers and what they bring to the text as well as variables related to the text itself. The process of comprehending involves decoding the writer’s words and then the reader uses his/her background knowledge to construct the writer’s messages.

## 2.4 Role of Technology in Language Teaching

Technology cannot be separated from our daily life recently, especially in education. It help teachers to improve creativity in teaching. It also takes a big part in learning process both outside and inside classroom. [9] states that technology is an effective tool for learners and they must use technology as a significant part of their learning process.

According to [10] one of the implications of technology for ELT is that ELT practitioners need to be critically aware of the connections among technology, culture, and ideology, and specifically about the ways in which technology amplifies and constrains aspects of language learning and research. [10] states that technology offers a

rich variety of options for presenting text and media to examinees, adapting to individual levels during test taking, and soliciting responses.

Teachers should be convinced of the usefulness and advantages of technology in improving learners' learning. Teachers have to optimize the use of technology to enhance students' language skills. With technology, teachers suppose to make improvement in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study the language.

## 2.5 Social Media

In this digital era, social media has become a breakthrough that provides many facilities. Social media can be used for sharing content such as pictures, videos, audios, and texts. Most of activity in our daily life is related to social media as well. People can easily find many information and interact with others at any time and any place. That is why the social media users are increasing by time.

According to Mozee (2012) social media is a term commonly used to describe different types of communication platforms and electronic ways of interacting. Social media, derived from the social software movement, are a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing (Junco *et al.* 2010).

[11] also states that Social media is the latest technological explosion in the information world. It is an online platform that focuses on building and reflecting on the social relation among people, who share common interest or activities. [12] viewed it as technologies that facilitate social interaction, make possible collaboration, and enable deliberations across stakeholders. Besides, [13] states that social media is website and application or computer mediated technology that enable users to create and share various content, information, ideas, interest and various expression through communities by using virtual network or to participate in social networking.

There are many kinds of social media that can be used. These are most used social media :

### a. Facebook

Facebook is the most popular social media among others. It was made by Mark Zuckerberg. It has big role to increase people interaction in the social field and academic field. It has many features such as chatting, posting video, posting photos, and also providing group discussion. According to [14] the name for FB came from the publications that some colleges pass out to students at the beginning of the year to help students get to know each other better.

### b. Youtube

Youtube is popular website for sharing videos. It contains many educational, entertainment, political, medical, historical, economical, and any else videos. Videos on YouTube also can engage the students to get many new vocabularies, content and also grammatical awareness which is very influential in their second language development [15].

### c. Instagram

Instagram is a social media that allows the users to share pictures or videos from their daily life. According to Ellison as cited in [16] Instagram, which first appeared in 2010, was launched as a photo sharing platform and over the time other new features such as video, texting, and story sharing. Many writer, educator, actor, and influencer use Instagram. The users can follow many

accounts that suit with their interest. It enables them to view the content posted on the profiles that they have followed.

## **2. 6. Related Research**

There were some studies about the influence of the use of social media towards students' reading ability which became inspiration. The first previous study is written by Riyanti Fatmala Sari in year 2018. Her study was aimed to know the most common social media sites that can influence students' English language skills and to investigate how much the influence of social media sites toward students' English language skills. The results finding covered YouTube is the most common social media sites that can influence students' English language skills. The influence of Instagram on students reading skill and writing skill. In the other aspect, the influence of Facebook on students' writing skill and in reading skill. The influence of YouTube on students' listening and speaking skill.

The second study is written by Devi Aula Zakiah Noviasari in year 2019. Based on the results of the advantages and disadvantages of teaching writing using social media show that YouTube video helped the students to develop their writing skill by stimulating the students through visual elements orderly, such as: (1) the story is well organized and clear in order to organize the thought, argument, and logical well. Teacher asked students to watch YouTube video to know the content of the YouTube video; (2) the use of right words (word choice) in any circumstances in the different purposes and functions.

The third is written by Dian Lutfiani in year 2018. This research aimed to identify the students' study habit in English language learning in using gadget and the effect of that at eleventh grade SMA An-Najiyah Surabaya. Based on the results of the study, the researcher found that there were some study habits in using gadget applied by some eleventh grade students in SMA An-Najiyah especially in English learning. The study habits can be concluded such as watching video in You-Tube, listening some song in music lyric, uploading picture and making some caption in Instagram, giving comment to their friends' post, and adding some vocabulary by reading the caption in someone post.

The fourth is written by Trianasari in year 2017. Her study aimed to define the effectiveness of social media networking on students' vocabulary mastery. This research used quasi experimental quantitative study approach. There were two groups in this research; control group and experimental group. The result showed that there was a significant difference between students taught by social media networking and the students not being taught using social media networking. It implied that the students taught by social media networking achieved a better score in vocabulary mastery.

The fifth is written by Fenny Yutika Seli in year 2014. This research was a quasi-experimental which involved control group and experimental group. The experimental group was treated by using Facebook. The instruments were written test and analytical scoring by John Anderson. The sample of the research was the tenth grade students of SMAN 87 Jakarta. The result showed that there was a significant difference in students taught by Facebook. They had greater post-test score than control group that was not treated by using Facebook in teaching writing.

## **3. Method**

This research was descriptive quantitative. In this study, the researcher described the use of social media influences on students' reading ability at the eighth grade of SMP Negeri 4 Purworejo in the academic year of 2019/2020. The population of this research was the eighth grade students of SMP Negeri 4 Purworejo in the academic year of 2019/2020, which

consists of eight classes. The population is 256 students. There are two variables of this research. The independent variable was the use of social media and the dependent variable was students' reading ability. This research used purposive sampling. This sample was involved 50 students.

In doing research, the researcher used three activities to collect data. The first was giving reading comprehension test, the second was giving questionnaire. Preparing the Research Instrument: the researcher prepared the research instrument to collect the data and to analyze them; Giving test: the test contained 25 multiple choice was done to know the students' reading ability; Giving questionnaire: the form of questionnaire was closed. It contained 20 statements with five alternative answers.

In collecting data, the researcher used two kinds of technique: Primary data: the data was taken by questionnaire to examine the influence of the use of social media on reading comprehension ability; secondary data: the data was taken from books, journal and internet.

In this research, the researcher chose test and questionnaire. (1) Reading Test: the researcher gave reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students can answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not. The researcher conducted a test which consists of 25 multiple choice questions. Reading comprehension ability test consists of 25 questions with four possible answers. To scoring the reading comprehension ability test uses. Total Score = the correct number x 4; (2) Questionnaire: distributing questionnaire to the students was a way to get more concrete data the influence of the use of social media on students' reading ability. Questionnaire was one of the ways to know the factor difficulties faced by students in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students. Each of statement in the questionnaire has five alternative responses, they are:

**Table 1** Alternative Responses of Questionnaire

Response	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The scoring system of the use of social media questionnaire is as follows: Total score = score x 20.

The second instrument was reading test. The researcher conducted a test which consists of 25 multiple choice questions with five choices. The range score of both test and questionnaire was 1-100. In this research, researcher calculated all of the formulas both in descriptive analysis and inferential analysis by using two methods. The first method is by calculating manually and the second one is as a comparison she uses SPSS for windows version 24.

### 3. Finding and Discussion

#### 3.1 The Use of Social Media and Reading Ability

In determining the category of the use of social media and reading ability the students uses the mean and the standart deviation of the data. The conversion used to determind the category of the data is PKS Scale 5 as in the following table:

**Table 2.** Achievement classification category

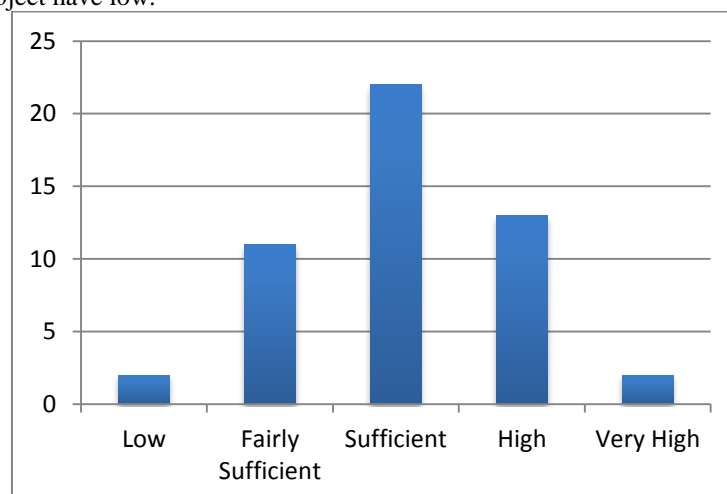
Class Interval	Category
More than (M + 1.5 SD)	Very high
(M + 1.5 SD) up to (M + 1.5 SD)	High
(M - 1.5 SD) up to (M + 1.5 SD)	Sufficient
(M - 1.5 SD) up to (M - 1.5 SD)	Fairly Sufficient
Less than (M - 1.5 SD )	Low

The results of the use of social media and reading ability were described below.

**Table 3.** Table of the Categorization of the Use of Social Media

Score Interval	Frequency	Percentage	Category
>89	2	4%	Very High
89-80	13	26%	High
79-70	22	44%	Sufficient
69-60	11	22%	Fairly Sufficient
<60	2	4%	Low
Total	50	100%	

In the table above, it can be seen that 2 students or 4% of the research subjects have very high level score of the use of social media. It means that the use of social media of those 2 students is very high. It also can be seen that 13 students or 26% of the research subject have high level, 22 students or 44% of the research subject have sufficient, 11 students or 22% of the research subject have fairly sufficient and 2 students or 4% of the research subject have low.

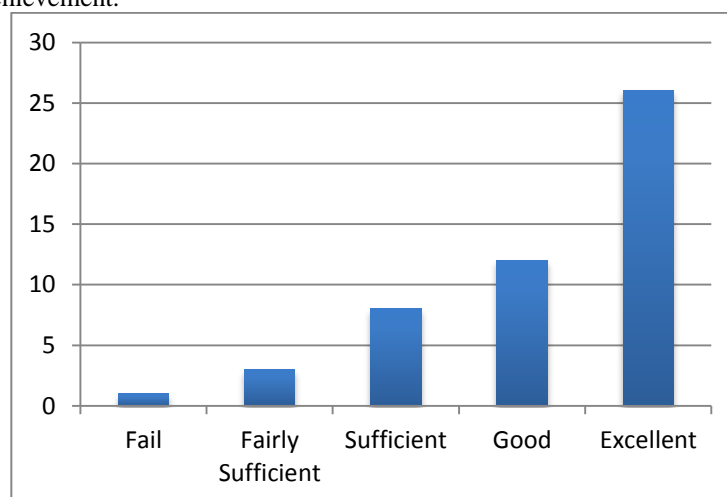


**Figure 1.** The Frequency Distribution of The Use of Social Media

**Table 4.** Table of The Categorization of the Student's Reading Ability

Score Interval	Frequency	Percentage	Level of Achievement
80-100	26	52%	Excellent
66 – 79	12	24%	Good
56 – 65	8	16%	Sufficient
40 – 55	3	6%	Fairly Sufficient
<39	1	2%	Fail
Total	50	100%	

From the table above, it can be seen that 26 students or 52% of the research subjects have excellent achievement. It means that student's reading comprehension ability of those 26 students is categorized excellent. It also can be seen that there are 12 students or 24% of the research subjects have good achievement. There are 8 students or 16% of the research subjects have sufficient achievement. here are 3 students or 6% of the research subjects have fairly sufficient achievement. Then, 1 students or 2% of the research subjects have low achievement.



**Figure 2.** The Frequency Distribution of the Student's Reading Comprehension Ability.

**Table 5.** The Descriptive Analysis based on the Computation of SPSS

		Statistics	
		Reading Ability	The use of social media
N	Valid	50	50
	Missing	0	0
	Mean	77,8000	74,5600
	Std. Error of Mean	2,31851	1,37653
	Median	80,0000	76,0000



Mode	92,00	73,00 <sup>a</sup>
Std. Deviation	16,39437	9,73351
Variance	268,776	94,741
Range	64,00	54,00
Minimum	36,00	39,00
Maximum	100,00	93,00
Sum	3890,00	3728,00

From the description analysis and list of score available in the previous pages, it can be seen the highest score of the use of social media is 93 and the highest score of reading ability test is 100 . The lowest score of the use of social media is 39 and the highest score of reading ability test is 36. The median score of the use of social media is 76 and the highest score of reading ability test is 80. The mode score of the use of social media is 73 and the highest score of reading ability test is 92. From the computation result, the total score of the use of social media is 3728 and the highest score of reading ability test is 3890.

Based on the total score and its total number of sample, the mean of the use of social media is 74.56 and the mean of reading ability test is 77.8. Finally, the standard deviation for the use of social media is 9.73 and the standard deviation for reading comprehension ability is 16.4.

### 3.2 The influence of the use of social media and Reading Ability

Linearity test of the two variables was needed Before testing the hypothesis . Below was the result of the linearity test.

**Table 6. Linearity**

			ANOVA Table				
			Sum of		Mean		
Reading Ability * The Use of Social Media	Between Groups	(Combined) Linearity Deviation from Linearity	Squares	df	Square	F	Sig.
			7916,000	27	293,185	1,228	,314
			1284,145	1	1284,145	5,377	,030
			6631,855	26	255,071	1,068	,441
	Within Groups		5254,000	22	238,818		
	Total		13170,000	49			

From the output above, the significance value sig. deviation from linearity 0.441 is higher than 0.05, which means there is a significance linear relationship between the use of social media on students' reading ability.

**Table. 7 Correlation**

Correlations	
	The Use of Social Media
	Reading Ability

The Use of Social Media	Pearson Correlation	1	,312*
	Sig. (2-tailed)		,027
	N	50	50
Reading Ability	Pearson Correlation	,312*	1
	Sig. (2-tailed)	,027	
	N	50	50

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table 8** Model Summary

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,312 <sup>a</sup>	,098	,079	15,73601

a. Predictors: (Constant), The Use of Social Media  
b. Dependent Variable: Reading Ability

The result of the computation shows that the value of correlation is 0.312. According to Sugiyono (2014:231), it is categorized fairly sufficient. Meanwhile the R square is 0.098, it means the use of social media influences on students' reading ability as big as 9,8% and the residue is 90.2% influenced by other factor.

**Table 8.** The Regression Value Based on SPSS

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1284,145	1	1284,145	5,186	,027 <sup>b</sup>
	Residual	11885,855	48	247,622		
	Total	13170,000	49			

a. Dependent Variable: Reading Ability  
b. Predictors: (Constant), The Use of Social Media

In the table above the significant value is 0,027, it is lower than 0,05. It means that there is a positive and significant influence between two variables. On the other hand, there is positive and significance influence between the the use of social media toward their reading comprehension ability.

**Table 9.** Coefficient

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	38,586	17,363		2,222	,031
	The Use of Social Media	,526	,231	,312	2,277	,027

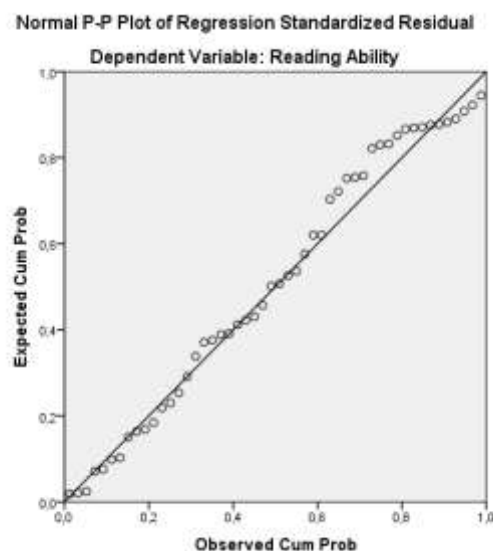
a. Dependent Variable: Reading Ability

Table 10 test of linear regression. It provided of the model parameters (the beta value) and the significant value. From the equation, b0 is the Y intercept and this value B for the constant. the result of coefficient of regression was counted by the formula  $\gamma = a + bX$  with the example X is 50:

$$\begin{aligned} \gamma &= 60.137 + 0.185X \\ \gamma &= 60.137 + (0.185 \times 50) \\ \gamma &= 60.137 + 9.25 \\ \gamma &= 69.387 \end{aligned}$$

The result is 69.387. The regression line can be used to predict how far the value of the dependent variable in the determined condition of the independent variable is determined, the individual in the independent variable will change positively, or increase.

The last output that can be seen is the graph of plot as the following figure. The researcher provide the regression line in the series of SPSS version 24. The following is the regression line in the result of the use o social media and the students' reading ability done by SPSS.



**Figure 3.** The regression line based on SPSS

The linear line or the slope's direction shows to the right and ut gives evidence that the correlation is positive. Every point of increase of variable intensity of the use of social media will be followed by the increase if variable Y, that is students' reading ability.

The result of regression analysis shows that there is a positive and significant influence between two variables. In the table of regression value based on SPSS, the significance value is 0.027, it is lower than 0.05. It means that there is a positive and significant influence between two variables. On the other hand, there is positive and significance influence between the the use of social media toward their reading comprehension ability.

#### 4. Conclusion

According to regression value based on SPSS, the significance value is  $0.027 < \text{significance level } (\alpha = 0.05)$ . It means that there is a positive and significant influence of the use of social media toward their reading comprehension ability. The researcher concludes that the hypothesis which is stated in chapter II is answered. The null hypothesis is rejected and the hypothesis analysis is accepted.

#### References

- [1] Chambers & Gregory, *Teaching & Learning English Literature*. London: SAGE Publications Inc, 2006.
- [2] H. D. Brown, *Principles of language learning and teaching*. New York: Pearson Education, 2000.
- [3] H. D. Brown, *Principles of Language Learning and Teaching*. Pearson Education, 2007.
- [4] D. Nunan, *Practical English Language Teaching*. New York: McGraw-Hill, 2003.
- [5] H. S. Alyousef, "Teaching Reading Comprehension to ESL / EFL Learners," *J. Lang. Learn.*, vol. 5, no. 1, pp. 379–380, 2006.
- [6] J. C. Alderson, *Assessing Reading*. Cambridge: Cambridge University Press, 2000.
- [7] W. Grabe and F. L. Stoller, *Teaching and researching Reading*. New York: Routledge, 2002.
- [8] J. K. Klingner, *How to Teach English Language Learners*. San Francisco: Jossey-Bass, 2010.
- [9] M. R. Ahmadi, "The Use of Technology in English Language Learning," *International J. Res. Engl. Educ. IJREE*, no. June, 2018.
- [10] C. A. Chapelle, *English language learning and technology: lectures on applied linguistics in the age of information and communication technology*, vol. 10, no. 2. Amsterdam: John Benjamins Publishing Company, 2003.
- [11] D. B. Kojo, "Exploring the Effects of Social Media on the Reading Culture of Students in Tamale Technical University," vol. 9, no. 7, 2018.
- [12] T. A. Bryer and S. M. Zavattaro, "Social Media and Public Administration Theoretical Dimensions and Introduction to the Symposium," vol. 33, no. 3, 2011, doi: 10.2753/ATP1084-1806330301.
- [13] S. Ismail, M. Ahmad, M. Zaim, M. Mukhaiyar, and N. Gistituati, "Student Perspective in Using Social Media As a Tool in English Language Learning," *J-SHMIC J. Engl. Acad.*, vol. 6, no. 1, pp. 58–68, 2019, doi: 10.25299/jshmic.2019.vol6(1).2603.
- [14] A. Susilo, "Exploring Facebook and Whatsapp As Supporting Social Network Applications For English Learning In Higher Education," pp. 10–24, 2014.
- [15] Y. Saputra and A. S. Fatimah, "The use of TED and YouTube in extensive listening course: Exploring possibilities of autonomy learning," *Indones. J. Engl. Lang. Teach.*, vol. 13, no. 1, pp. 73–84, 2018.
- [16] A. Erarslan, "Instagram as an Education Platform for EFL Learners.," *Turk. Online J. Educ. Technol. - TOJET*, vol. 18, no. 3, pp. 54–69, 2019.