

Students' perception on learning TOEFL structure and written expression using Youtube video and Instagram

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ABSTRACT

TOEFL is English language testing that is very important to measure someone's ability as high result of TOEFL measurement brings many advantages for future career. Integration of TOEFL Teaching with technology would be amazing at this era, 21st century. The aims of this study are to know students' perception on learning TOEFL using Youtube video and Instagram, how the process of learning TOEFL Structure and Written Expression using Youtube and Instagram, and to know whether the students understand the materials or not. Researcher employed qualitative approach using phenomenology design. Data collection techniques are interview, observation, documentation from Instagram account used in the class. The result revealed that students' perception on learning TOEFL Structure and Written Expression using Youtube and Instagram is positive and good. They were happy and understood the materials that they have watched from Youtube. The learning processes consist of four stages, namely the lecturer opens a class in the what's app group, students are asked to open Instagram @misteringlish.id to find out the Youtube video used and practice questions, students watch Youtube videos, and students do practise questions. They understand the material and be able to get good and high score when they do more than 13 questions. In conclusion, the result of this study support that Youtube and Instagram are effective to be used in learning TOEFL structure and written expression and it improves students' understanding.

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1. Introduction

An introduction consists of background of the study, literature review used as the theoretical and conceptual description, problems of the study, and objectives of the study..

In learning languages, there are tests that can measure someone's language skills. For English, there are many ways to measure someone's English skills. One of them is TOEFL. TOEFL is an abbreviation of Test of English as Foreign Language. TOEFL measures listening skill, reading skill,

writing skill, and speaking skill which is held by Educational Testing System in United States for all participants in the world. Skills in mastering English and its certificate are very important to enrol higher education like master degree, doctoral degree at home and abroad, a job, and many more. Ma & Cheng (2015) said that the value of TOEFL iBT preparation course is linked to (1) quality including teachers, instruction, and instruction content, (2) efficiency and direction change of TOEFL iBT, benefits such as English skills development, and (3) engagement, emotional outcomes in the learning community and sources of motivation. In many universities, TOEFL certificate is needed as graduation condition to join the examination. Masfufah (2018) revealed that mostly motivations for students to take the TOEFL course were a 6th semester TOEFL preparation certificate as an alternative to 450 TOEFL ITP score, awareness of low English proficiency, interest in learning English, a better future, freedom from replenishment courses.

Since TOEFL roles importantly in education and future career, students in higher education like university students need to learn TOEFL. Basically learning TOEFL is the same way of language learning. Language learning is an endeavour to get oral communication skills with an emphasis on acquiring conversational skills and becoming familiar with using language for communication (Arfiandhani, 2019). Therefore, TOEFL being a lecture is not an odd anymore. In the covid-19 pandemic, the roles of SNS (Social Network Sites) increase familiarity with English by promoting authentic interaction in education, providing language knowledge, providing comfortable learning spaces, promoting students' need for self-expression, and facilitating students' need for self-expression (Arfiandhani, 2019). Rakhmadi & Nugroho (2009) in their research found that the overall web-based learning system enriches students' abilities in the TOEFL. This study also proves that web-based learning can replace the role of conventional classroom learning. However, on the other hand, this learning system is considered to have failed to improve students' abilities in reading comprehension sessions. Those problems must be solved and we cannot ignore that e-learning needs platform, webs, application so that students can get learning materials and understand it. Web-based learning system enriches students' ability in TOEFL (Rakhmadi & Nugroho, 2009).

A teacher can utilize technologies that are familiar for students like social media. Using social media in online learning is the most effective powerful for theoretical and theoretical realistic guides, while in exercise guides and distance discipline guides the use of social media is felt to be much less powerful (Nadeak, 2020). English Language for adult learners, learning through social media is considered more advanced and developed than learning in a conventional way (Yadav, 2021). Social media has the potential to be used in language learning as it can provide a virtual space for people from different language backgrounds to interact (Arfiandhani, 2019). Social media is an online media where users can easily participate, share, and create content including blogs, social networks, forums and virtual worlds (Cahyono, 2016). The Worl's Most Popular Social Network Sites (eBizMBA, 2016) are Fecebook, Youtube, Twitter, LinkedIn, Google+, Tumbler, Instagram, Reddit, VK (Alnujaidi, 2017). Li (2017) stated that Youtube is the most frequently used social media for students to learn English. Besides that, Youtube and Instagram rank 1st and 4th for learning English in their daily lives. At Indonesian Christian University, most lecturers choose to use social media such as Facebook, Instagram and Youtube as a medium for learning and giving assignments (Nadeak, 2020). However, the use of social media must be adapted to the needs of learning in theory and practice to be effective, so that students can have the expected abilities as in face-to-face learning even though it is done online using social media.

Regarding to this, in Islamic university, there are courses focused on TOEFL namely TOEFL 1 and TOEFL 2. They are conducted in different semester because they are a sequence. In TOEFL 2 academic year 2021/2022 seventh semester of Madrasah Teacher Education Department (PGMI). The classes were having TOEFL 2 lecture after having TOEFL 1 in their sixth semester. In this case, the lecturer used two social media in teaching structure and written expression section. For students, TOEFL section 2 or structure and written expression, often makes them feel stressed (ETS, 2017). In other cases, students regarded structure and written expression as the most challenging part of TOEFL (Hajri et al., 2015; Thu, 2019). The two social media are Youtube and Instagram. Youtube and Instagram are types of social media in the category of sharing media. This way is used to learn structure and written expression as structure of English is the biggest problem for students because they do not know about it a lot (Masfufah, 2018).

Some blessings for the usage of Youtube as a tutorial device as follows (Burke et al., 2009): (1) It presents a wealth of true and dependable video materials. (2) It gives real-lifestyles examples and visible demonstrations of the subjects and ideas included in class. (3) It presents lesson/lecture launchers to sell dialogue and essential thinking. Albeit Youtube has numerous great features, it additionally has a few demanding situations whilst applied within side the coaching and mastering context. Instructors have to make certain that the videos are appropriate, accurate, and credible. Instructors have to assure that the movies decided on for his or her college students do now no longer discriminate towards age, gender, race, disability, and non-secular orientation (Alnujaidi, 2017). A study entitled "Improving The Understanding Content on Reading for TOEFL Through Youtube Video" written by Hakim & Sumardiono (2019) used collaborative action research method aims to describe the use of Youtube videos in learning the TOEFL reading section and to internalize the values of mental revolution in English education students at Slamet Riyadi University. He concluded that (1) Students are able to find and understand the values of mental revolution contained in readings and videos because the two sources of information complement each other and provide visualization that is real and factual. (2) Students are able to understand and find main ideas, detailed information, references, and the meaning of words in sentences because tips and strategies are available for this. (3) Students' motivation in participating in learning increases because they watch interesting videos related to the reading content they read so that the process of learning activities can be carried out smoothly and are able to achieve learning objectives according to the curriculum. In line with that, Pujiani et al. (2020) who held online TOEFL training through Youtube media considering the current situation where covid-19 has become epidemic throughout the world and all citizens are encouraged to stay at home. From the TOEFL training activities which were carried out from September 10 to November 25, 2020, it was found that there was a significant increase in the TOEFL scores of the students before and after the activity. This can be seen from the average value of the pre-test is 410, while the average value of the post-test is 461.

Instagram is a more effective social media platform to engage and learn English if compared to other social media such as Snapchat. Instagram helps students to have better understanding about English language and its culture, and provides more practical knowledge and promotes interactions (Abdulaziz Al Fadda, 2020). Kelly (2015) claimed that Instagram is a great studying surroundings for ESL/EFL rookies due to the fact it could offer them with the possibilities to study and write thru image descriptions, comments, and direct messages in addition to broaden their vocabulary variety and grammatical accuracy. Instagram offers many advantages as follows (Al-Ali, 2014): (1) It provides contextual visualization data that can be used effectively in ESL/EFL classrooms. (2) It creates a socially connected community of ESL/EFL learners. (3) It is widely used and widely accepted by young learners. (4) It is easily accessible through a mobile application. (5) It promotes student-teacher and student-student interaction.

A thesis written by Anjoyo (2020) aims to describe the use of social media Youtube and Instagram by English teachers in teaching vocabulary for fourth graders at Al-Azhar Syifa Budi Elementary School in Solo for the 2019/2020 academic year. He also examined the teaching and learning process, student responses, and difficulties in using social media Youtube and Instagram in teaching vocabulary. In the implementation of Youtube and Instagram in teaching vocabulary for fourth grade students from SD Al-Azhar Syifa Budi Solo, the teacher applied videos taken from Youtube in teaching English vocabulary. Students' responses obtained from interviews with 5 fourth grade students showed a positive response. They said that they enjoy learning to use social media Youtube and Instagram, activities in class are more accepted using Youtube. Meanwhile, Instagram was used by teachers in giving homework assignments to students. Meanwhile, there are still problems regarding the process of learning vocabulary using Youtube and Instagram. Problems were conveyed from teachers, students and schools. Teachers find it difficult to motivate students and manage them, students cannot easily focus on watching videos that are played on Youtube and not all of them are able to maintain and manage their own Youtube and Instagram social media, schools do not provide enough facilities for learning to use Youtube social media such as lack of LCD and slow internet connection.

Applying various e-learning technologies on practicing TOEFL Structure and Written Expression improves student learning outcomes (Pratiwi et al., 2021). They practice studying TOEFL PBT Section 2 using various e-learning technologies, including: Quizizz, Kahoot!, Socrative, and Google

Form. For Railway Mechanical Technology students, the most favourite e-learning technology used for practicing TOEFL Structure and Written Expression was Quizizz. With feedback and perspectives given by students regarding the media they prefer to study TOEFL, lecturers know the right media to use in the teaching and learning process and it is very important to support learning success. They admit that e-learning is very fun and interesting, easy to use, motivating to learn, helps autonomous learning, challenging, and competitive so that they conclude that they have a positive view of e-learning. However, negative responses were also found. Students said e-learning requires a good internet connection, extra quota, and requires two devices. Similar to the research, the effectiveness of using e-learning to increase TOEFL scores was also carried out using the Quizizz platform. Treatment was carried out 14 times, starting with the pre-test and ending with the post-test for the control and experimental classes. The TOEFL score in the pre-test, mid-test and post-test experimental class was 344.71, 345.46 and 360.83, while in the control class were 438.27, 452.07 and 450.23. The use of e-learning technology in TOEFL learning has proven to be effective as a learning method for increasing TOEFL scores (Syakur et al., 2019).

From the phenomena and the uniqueness that the lecturer used two famous social media which is not a separated part, researcher is interested to dig deeper how students' perception on learning TOEFL using Youtube Video and Instagram, how the process of learning, and whether the students understand the materials. Perception refers to the interpretation of the things we sense (Solso, 2007). Perception is a base how students adopt profession besides ability and interest. The aim of this study is to know how students' perception on learning TOEFL using Youtube Video and Instagram, how the process of learning TOEFL Structure and Written Expression using Youtube and Instagram, how the process of learning TOEFL Structure and Written Expression using Youtube and Instagram and to know whether the students understand the materials or not. This research contains poverty to complete previous research and add more information from students' perspective regarding to the use of technology to learn TOEFL specifically, and learn English in general since from previous researches provided above, there is limited explanation use of Instagram and Youtube in learning TOEFL especially Structure and Written Expression.

Teaching TOEFL is hoped can integrate with many technologies. For practical, the finding of this research can be a consideration to choose and implement Youtube and Instagram as media of English Teaching. The result of this research is important due to teachers are asked to be creative in using technology when online learning take place so that many teachers try platforms as teaching media where students put a lot attention in that platforms. The results give information on how TOEFL Structure and Written Expression is taught using Instagram and Youtube. It adds advices to teachers how they should use these platforms in their classes.

2. Method

This research uses a qualitative approach. This study uses a phenomenological design. According to Creswell (2013) phenomenology is a study that describes the meaning of a life experience for several people about a concept or phenomenon. Sampling was done by purposive sampling. Researcher chose students who are the most active students commenting the exercises and still actively using Instagram, so that randomly there were three students as respondents. Data collection was carried out by documentation, interview, and observation. Documentation is done by collecting the data of students' answers of TOEFL Structure and Written Expression exercises in the feed of Instagram account, the comments written by students, and Youtube video that they watched. All of the data needed is saved in form of photo or screen shoot. To interview the students, researcher did it through direct message feature on Instagram. Open ended-questions were asked to the students. To make sure the validity of the data, observation is conducted from the beginning until the end of research to complete documentation and interview. Researcher observed the Instagram account where the class was conducted. Data analysis was carried out in 6 steps based on Moustakas (1994) simplified by Creswell (2013): (1) Describe personal experiences with the phenomenon under study. To focus on the respondents or students on this study, researcher must ignore her personal experience related to the topic discussed. Researcher describes her personal experience completely to distinguish it with what should be analyze in this study. (2) Develop significant statements. From the data collected, researcher chooses important sentences and divides them into list of statements

(horizontalization of the data). This division is done in order not to repeat and overlap statements but still all of the statements have equal worth in the study. (3) Take the significant statements and then group them into larger units of information, called “meaning units” or themes. After the statements are categorized, researcher decide the common thread of the statements. (4) Write a textural description. Textural description is a description of “what” phenomenon experienced by the respondents. It describe what happens including verbatim examples. (5) Write a structural description. Structural description is a description of “how” the experience happened. Researcher reflects on the setting and context in which the phenomenon was experienced. (6) At the end, researcher writes a compilation of textural description and structural description to explain the phenomena and answering the research questions. This passage is the “essence” of the experience and represents the culminating aspect of a phenomenological study.

3. Findings and discussion

Creative English learning during a pandemic is very much needed, as is learning the TOEFL for students of Madrasah Teacher Education Department (PGMI). Lecturer chooses to use social media Youtube and Instagram in teaching and learning activities of structure and written expression. Although this is not a new thing for lecturer, but for students this is the first time they are learning TOEFL using Youtube and Instagram. The Covid-19 pandemic situation requires them to learn this way.

3.1 Students’ perception on learning TOEFL structure and written expression using Youtube video and Instagram

Table 1

Participant	Answer
P12	“The presentation of the material is good, easy to understand. Learning like this is still fun and not boring even though it is still online. ..very useful and helps add insight.”
P13	“My experience in studying TOEFL using Youtube and Instagram is that it makes it easier to understand the material presented during lectures. On the Instagram, we also express our understanding or not regarding the material.”
P7	"Sufficiently understand the material given."

Some students comment on Instagram also show their perception. This can be seen from their answers in the first week and the lecturer asked students to write "One TOEFL knowledge from Youtube videos". There were 17 students who responded to the question. Here are the results:

Table 2 Students’ perception on learning TOEFL Structure and Written Expression using Youtube video and Instagram based on Instagram Comments

Table 2

Comment	Frequency
Very delighted	1
Get tips on doing the TOEFL Structure section	7
Get new knowledge	5

Can learn more carefully in arranging English sentences	1
Increase accuracy in answering questions	1
Learned a lot about structure and easy to understand	2

In addition to the questions above, the researcher also asked "What contexts or situations have typically influenced or affected your experiences of learning TOEFL using Youtube Video and Instagram?". P7 answered "Due to the impact of the pandemic, lectures went online and they had to learn material from Youtube and Instagram. But because of the situation I know more about several platforms to study TOEFL."

Finding shows that they get a new experience in studying TOEFL. They become more aware of various ways to study TOEFL online. The structure and written expression material they learned from Youtube was easy to understand. This shows that lecturer is able to choose videos that accurately target the abilities of learning (Alnujaidi, 2017). Then they answer practice questions on Instagram to show their understanding of the material given. For them this is very fun and not boring (P17). The videos chosen by the lecturers are very appropriate for them, as stated by those who like to get tips from Youtube videos so that they are more thorough and careful in doing practice questions. Based on this, students' perceptions of learning TOEFL structure and written expression using Youtube and Instagram are good and positive. This supports Anjoyo (2020) where students respond positively to English teachers who use Youtube and Instagram in learning.

3.2 The process of learning TOEFL structure and written expression using Youtube and Instagram

The students interviewed gave answers on how the TOEFL Structure and Written Expression learning process using Youtube and Instagram occurred.

P12 said "The learning process is very simple. Usually use Instagram and Youtube links".

P7 said the stages of the learning process "The lecturer provides screenshots of the platform and material to be studied from Youtube and Instagram. Then students are given time to understand the material. Furthermore, students are given practice questions related to the material given. The lecturer gives a time limit or deadline for working on the problem."

Furthermore, P13 answered in more detail the learning process "On Instagram there are several questions given to find out how well students understand in capturing material from Youtube Videos. The questions given are not many and are in the form of multiple choice. Students must answer the questions along with the reasons why they chose the answer. Students' understanding about the TOEFL Structure and Written Expression materials from Youtube."

From those answers it can be concluded that in the learning process there are four stages, namely the lecturer opens a class in the what's app group, students are asked to open Instagram @misteringlish.id to find out the Youtube video used and practice questions, students watch Youtube videos, and students do practice questions. The use of the lecturer's @misteringlish.id Instagram is similar in thesis of Anjoyo (2020) where the lecturer has created a special account to teach and interact with students so that he does not use a personal account. In the first activity, the lecturer opened the class with greetings and greeted students through what's app group. The lecturer conveys what will be learned and provides a Youtube video link and Instagram post link for that day's meeting. Then students open the Instagram link to see thumbnail images of their Youtube videos, assignments 1 and 2 because Instagram is one of the lecturers' favourite social media as a medium for giving assignments (Nadeak, 2020). Then they are given time to watch the video and understand it. Students will usually write on notes the material they see on Youtube. After they see the video and understand the content of the video, students are allowed to answer questions given by the lecturer and answer practice questions in the comments column. The lecturer has prepared 5 comments. 1 comment in the form of a question what knowledge did you get from the video and students must comment on this comment again. Comments 2, 3, 4, and 5, namely Answer numbers

1, 2, 3, and 4. Students put their answers and reasons according to the number provided. If the lecturer comments "ANSWER NO.1" then they must put the answer to question number 1 by commenting on it. All questions in structure and written expression are multiple choice. Lecturers give time for students to answer practice questions. Usually the deadline given is until 18.00 WIB on the same day. The answers they write in the comments column can be seen by their classmates. This leads to two possibilities, namely positive and negative. It is positive if students can see the opinion of a classmate why he answered A, B, C, or D, so they can discuss. However, it will be a negative thing if there are students who only copy the answers of their classmates. Unfortunately the use of Instagram in this class cannot solve the problem that the use of Youtube media needs to be supported with other media to facilitate communication because basically learning should occur in two directions, from teacher to student and vice versa (Pujiani et al., 2020). Lecturers do not provide feedback or respond to students in the Instagram comments column.

3.3 Students' understanding materials given by lecturer

In learning TOEFL Structure and written expression using Youtube and Instagram, students' understanding is very important to show whether learning is effective or not. Students' understanding toward the material can be seen from their answers when working on the exercises which are multiple choice. In the first week they get material about English sentence structure and tips on how to do it. There are four structure practice questions. In the second week they get material about object of preposition, conjunction, and conditional sentence. Then students work on 4 questions about structure. In the third week they learn about parallel structure and preposition phrases. This time they worked on 8 questions about structure. In the fourth week the material is countable and uncountable nouns, subordinating conjunctions. Then they worked on 4 written expression questions where they had to choose the wrong word structure in a sentence. In total there are 20 practice questions on Instagram.

An example of how students work on practice questions on Instagram for questions number 1 to 5, which also applied to other answers, is as follows: In question number 1 all students answered B accompanied by the same reason:

"...Isn't? If the question is positive, then the question tag is negative."

In question number 2 four students answered A and the rest answered B. Students answered A for the reason:

"...because the formula in interrogative sentences in the simple present tense uses Verbl."

The student who answered B reasoned:

"...because after do + subject (you) has been followed by verb1 which is enjoy, then followed by a gerund (verb+ing) in the form of singing which aims to ask general conditions..."

The correct answer is B. However, there are students who answer correctly for the wrong reasons. Question number 3 all students answered B for the same reason, namely the preposition 'on' is used to indicate the time in the form of days. In question number 4, all students also answered A in unison because in the question sentence the simple present tense is followed by the verb base after the subject. In the second week, the lecturer provided a Youtube video link, practice questions, and answers along with the reasons for the first week's practice questions. All students answered correctly on questions number 1, 3, and 4, while in number 2 the majority answered correctly and only 4 students answered incorrectly.

By asking students to give their reasons for choosing an answer, the lecturer can see the students' abilities and how well they understand after watching the Youtube video. The results of this study show that the majority of students understand the structure and written expression material in videos as the use of Youtube videos increases students' understanding in TOEFL reading (Hakim & Sumardiono, 2019). This is based on their reasons for choosing an answer to

show whether they understand or not with the questions and material obtained. By looking at their classmates' reasons, they can learn if their reasons are not strong enough or even if their answers are wrong. They can correct and correct their mistakes from there.

Their understanding can also be seen from the number of correct and cumulative scores of the questions given by lectures. It is presented from the number of correct and cumulative scores of the 20 questions which are presented in the following table.

Table 3

Code	Correct Answer	Questions being done (from 20)	Score Correctx5	Predicate	Annotation
P1	15	16	75	B	Good
P2	14	20	70	B-	Good
P3	6	10	30	D	Poor
P4	14	20	70	B-	Good
P5	17	20	85	A-	Very Good
P6	16	20	80	B+	Good
P7	17	20	85	A-	Very Good
P8	14	16	70	B-	Good
P9	17	19	85	A-	Very Good
P10	12	16	60	C	Fair
P11	15	20	75	B	Good
P12	12	11	60	C	Fair
P13	10	12	50	D+	Poor
P14	6	10	30	D	Poor
P15	10	12	50	D+	Poor
P16	11	14	55	C-	Fair
P17	9	11	45	D	Poor
P18	9	12	45	D	Poor
Total			1120		
Average			62,2		

From the table above, there are 3 students who have a very good understanding, 6 students have a good understanding, 3 students have sufficient understanding, and 6 students have a poor understanding of the TOEFL material they learn through Youtube videos. Besides, the reason some

students have low scores is because they do not answer the practice questions given. There were 10 students who worked on more than 13 questions and 8 people worked on less than 13 questions. Those who worked on more than 13 questions had higher scores than those who did not work on more than 13 questions.

Judging from their scores in four meetings by doing 20 questions, the majority of students understood the material and they answered the questions correctly with the right reasons even though the reasons for each student were different, some were very detailed and some were brief. The use of various e-learning technologies including Youtube and Instagram to learn structure and written expression improves student learning outcomes (Pratiwi et al., 2021; Syakur et al., 2019). In this way, it is expected to increase the TOEFL score as well as online TOEFL training using Youtube which has been proven to increase the TOEFL score (Pujiani et al., 2020). Researcher analysed students who got low scores, namely below 46 or categorized as less, those who did not answer 20 questions completely. Those who get the predicate less, only do less than 13 questions. Based on this it can be said that students understand well the material they get from Youtube and answer correctly and with the right reasons in the Instagram comments column so that Youtube and Instagram are effective for teaching and learning TOEFL structure and written expression.

4. Conclusion

Students' perception on learning TOEFL Structure and Written Expression using Youtube and Instagram is positive and good. They have a new experience because this was their first time learning TOEFL using both social media. They were happy and understood the materials they have watched from Youtube. The learning processes consist of 4 stages, namely the lecturer opens a class in the what's app group, students are asked to open Instagram @misteringlish.id to find out the Youtube video used and practice questions, students watch Youtube videos, and students do practice questions. Students' understanding the materials is not only seen from their response in the interview but also from their exercises answer and their reasons choosing the answer they believe that it is the correct one. This research has limitation in one part of TOEFL, structure and written expression, so that it is suggested future research to do similar research with wider scope.

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