@GURUKUMRD: the Greatest Way to Learn English Vocabulary

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Abstract

Social media has impacted teenagers all around the world to be aware of the benefits of mobile phones for acquiring information, entertainment, and edutainment during the previous decade. 21st-century learners often favour Instagram, which is a well-liked social networking platform. The researchers seek to examine how undergraduate students in Indonesia use @gurukumrd Instagram to learn English vocabulary. This study presents a case study of how students learn about learning activities through the @gurukumrd account. Braun and Clarke (2006) obtained data through semi-structured interviews as an instrument and evaluated it qualitatively using thematic analysis. The participants were students in the sixth and eighth semesters of one university in West Java, Indonesia. The findings of this study are: Students acquire knowledge independently, select vocabulary and pronunciation resources, learn in a short period of time through @gurukumrd, memorize the vocabulary, imitate the pronunciation of the vocabulary, and engage in daily dialogue using the vocabulary. This finding indicates that students learning vocabulary through the @gurukumrd Instagram account valued time flexibility, effectiveness, independent learning, and interest-based learning.

Keywords: Autonomous Learning, Instagram, Vocabulary, @gurukumrd

Introduction

In terms of openness, engagement, and sociability, social media is recognised as a valuable instrument for teaching and learning practises (Manca & Ranieri, 2016). These platforms have supplanted traditional teaching practices as virtual settings for educational reasons, specially adapted to facilitate (Vivakaran & Neelamalar, 2018). In the context of language education, the use of technological tools and their inclusion into classroom settings is critical not only for student engagement but also for interaction in and out of the classroom (Lomicka & Lord, 2016). It led the path for using social media to improve student exposure to the language while also delivering real language learning through socialisation, contextualization, and utilisation (Wong, Chai, & Poh, 2017). Due to advancements in the field of communication, social media has evolved for a variety of purposes. Instagram is a famous social media platform that offers a variety of activities for people to communicate with one another (Mansor & Rahim, 2017).

Instagram includes numerous important capabilities that can help with educational reasons relating to linguistic intelligence, such as vocabulary (Kelly, 2015). Students agree that connecting with Instagram helps them remember new words and phrases (Klimova, 2020). Thus, learners in the twenty-first century employed it to increase their learning productivity (Zarei & Rudravarapu, 2019). Instagram allows users to publish photographs and videos, which helps learners learn a language more easily from any posting. Furthermore, students must possess a strong grasp of vocabulary related to their linguistic abilities. To effectively comprehend vocabulary, students must employ learning strategies. As stated by Linse (2006), once students grasp the vocabulary, they can effectively communicate their ideas smoothly and coherently. It happens across the school, particularly in the EFL context. As a result, if the language appears in the area, it signifies that the vocabulary is sufficient to function (Gonzales, 2019).

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Considering technology is continually developing, English language teachers must understand the usefulness and efficiency of utilising computer technology in curriculum design to assist students in effortlessly acquiring a foreign or second language (Bilal & Saeed, 2015). Conforming to Johnston and Barker (2002), as mentioned in Hermagustiana and Rusmawaty (2017), using technology can help students connect with the actual world and motivate them (Apriani et al., 2022; Marzuki et al., 2021; Santiana; Santiana et al., 2021; Santiana Santiana & Fatimah, 2017). Moreover, employing technology as a tool helps students become more active, enthusiastic, and involved in class as a result of the curiosity generated by technology (Fatimah & Santiana, 2017). Students perceive that online vocabulary learning is simple to use and accessible at their convenience (Fidowaty et al., 2021).

Students in the twenty-first century were addicted to learning through social media, which is referred to as an edutainment learning style (Harmanto, 2013). As a result, students had fun while learning and enjoying themselves (Fath, 2018). Furthermore, English language teachers must be aware of the usefulness and efficiency of integrating computer technology into curriculum design to assist students in effortlessly acquiring a foreign or second language (Bilal & Saeed, 2015). Adult education relies heavily on the concept of autonomy learning, which has its roots in Knowel’s (1975) research on self-directed learning and was noted in Kocak’s (2003) work on the topic. Autonomy learning is a process by which individuals learn to accept responsibility for all decisions relating to their education. Thanasaulas (2000) emphasised autonomous learning as the path of learning that the process of pupils goes through, and he noted that it was not a product that could be made in such a short amount of time. It can be inferred from the provided descriptions that autonomous learning encompasses a wide range of possibilities; however, its potential for yielding positive outcomes relies significantly on the possession of strategic competence, which encompasses the ability to effectively plan, implement, monitor, and evaluate one’s own learning process while capitalizing on all available opportunities both within and outside the classroom (Sari, 2019). Additionally, Haddad (2016) highlighted that children can effectively acquire vocabulary autonomously when appropriately utilizing computer technology.

@gurukumrd is one of the accounts that has offered a lot of knowledge regarding English. On his site (gurukuseru.com), he created an Instagram account because he is interested in language, particularly English, and he enjoys teaching. Then he considered how to teach English in an unconventional method. He discusses vocabularies, including the contexts in which they are used, how to pronounce them, and the general or common errors and delivers the subject in an unusual or even comedic manner. This situation became a problem once the @gurukumrd account provided a lot of information regarding English vocabulary.

@gurukumrd, also known as Mr Dennis, delivers the content in his own distinctive and comedic style. The @gurukumrd account was chosen as the object because it supplies students with vocabulary content in the form of a movie that is simple to grasp. Mr Dennis has a degree in English Literature. Several participants in this research in grades 6 and 8 are at one of the universities in West Java, following him.

Previous research has found that social media can help strengthen EFL listening and writing skills (Alnujaidi, 2017). Aloraini (2018) also mentions that studying English on Instagram has a favourable influence on the learners’ output and their level of accuracy in producing the language in terms of vocabulary and grammar. Furthermore, Instagram allows students in language learning to practise with peers or people all over the world, as well as explore the language outside of the classroom (Erarslan, 2019). Instagram has influenced students’ encouragement, engagement, and behaviour in language study (Sari & Wahyudin, 2019). Furthermore, because Instagram has various features that allow users to communicate with one another, it can create a digital classroom between content creators and followers (Resyadi, 2020). According to Putri, Hadi, and Mutiarani (2021), the @gurukumrd account could help students improve their reading abilities because its content is varied and easy to understand.
Material and Method

This study employs an exploratory case study. Exploratory case studies are designed to investigate any phenomenon in the data that the researcher finds interesting. This approach was chosen because it would allow for a thorough description and understanding of the case (Donald, A., 2010). Furthermore, the study was conducted at one of the universities in West Java, from the English Education Department in the sixth and eighth semesters who follow the Instagram account @gurukumrd. Mr Dennis, also known as @gurukumrd, is a well-known account that provides English-related information in his feeds. He has almost 1 million followers and more than 900 posts.

The @gurukumrd account was chosen because it offers students vocabulary content in the form of a video that is simple to understand. Mr Dennis was an actor in Los Angeles before becoming a content creator and English instructor in Jakarta in 2013. This study included two individuals. The number of participants selected to obtain detailed information. Since 2018, they have been following @gurukumrd. In addition, the subjects had a rather extended social life with the researcher. The participants were also in contrast, with one having great academic achievement and the other having low academic achievement. The goal of a qualitative study is to determine the variety, sample size, and sampling strategy (Kumar, 2011).

The researchers gathered data through a semi-structured interview with two participants from the English Education Department's sixth and eighth semesters who follow @gurukumrd on Instagram. The semi-structured interview was utilised to give participants more opportunities to discuss themes that are significant to them (Longhurst, R., 2016). It is intended to study what the students do to learn vocabulary using the Instagram account @gurukumrd. Moreover, the phone interview (Burke & Miller, 2001) was undertaken because of the distance between the researchers and the participants.

Results and Discussion

Results

The study intends to look into how Indonesian undergraduate students learn English vocabulary using @gurukumrd. Furthermore, this study delves into the seventh theme of kids' vocabulary learning using @gurukumrd. The findings collected from Brown and Payne (1994), as described in Hashemi and Hadavi (2015), identify five processes in vocabulary learning. The steps are as follows: recognise the new words, comprehend the meaning and form words, remember the meaning and form words, and use the words in a real setting. The study's findings were as follows:

1. Students Acquire Knowledge Independently

@gurukumrd discussed a wide range of subjects in their recent tweets. The participants have prior knowledge of the vast majority of the subjects discussed. As will be shown in the following:

Excerpt 1

The content of the theme is varied, yes, varied. But what I frequently see is that there is substance - for example, slang terms or idioms - and then like responding to queries from their followers on Instagram. For instance, what do the terms in English mean and how should they be used in a sentence? For example, if two words have similar pronunciations, describe how to pronounce the term (participant 1).
The topics are usually about translating Indonesian into English, how to distinguish the pronunciation and meaning of words and then some mistakes often occur when for example we learn English and there are also tips on English from him (participant 2).

(Interview transcript, participant 1 & 2)

Participant #1 reported that she was aware that @gurukumrd was writing about numerous topics related to English in his feeds. Slang words, idioms, Questions and answers (hereafter Q&A) regarding English vocabulary videos, and explanations of comparable pronunciation of particular English vocabulary are among the subjects covered. The Q&A session allows him to connect with his fans about topics such as English words and how to utilise them in a sentence. The individual was well-versed in his subject matter.

It is also related to Participant #2. What she knew about the @gurukumrd curriculum was about translating Bahasa Indonesia to English terms, differentiating between pronunciation and meaning of words, and then frequent faults in learning English. Furthermore, she indicated that she was aware of and followed the various strategies for learning English. Both participants select or tap the stuff that is of interest to them.

2. Select Vocabulary and Pronunciation Resources

Each participant has a choice among the videos that they have seen. This preference is motivated by their enthusiasm. The use of technology may capture the attention of learners and pique their interest in learning the language (Leong, Abidin, & Saibon, 2020). They are interested in the following topics:

Excerpt 5

Personally, I like vocabulary ... as well as pronunciation (Participant 1)

Unfamiliar words and also errors in the meaning of words found (Participant 2)

(Interview transcript, Participants 1 & 2)

Participant #1 indicated that she enjoyed watching and listening to the vocabulary and pronunciation video. It aids her in learning a new language and improving her pronunciation. Meanwhile, participant #2 prefers unknown words and common grammatical errors in vocabulary material.

3. Learn in a Short Period

The length of time spent learning with @gurukumrd is important. Students should think about it. Each student takes a different amount of time to grasp the material. Each participant’s duration is as follows:

Excerpt 6

For example, if something appears on Explore or the Instagram homepage for at most 2 to 3 minutes while looking at other content. Visiting the profile also, if anything was interesting, especially if there was that earlier, vocab and pronunciation.

(Interview transcript, Participant 1)
The first participant stated that she spent about 2-3 minutes watching the video @gurukumrd in her feeds. Meanwhile, participant #2’s duration differs from Participant #1’s, as stated below:

**Excerpt 7**

*Usually 5-10 minutes, if you want to watch it, you can watch it for up to 30 minutes.*

*(Interview transcript, Participant 2)*

Participant #2 watches and listens to the videos for a longer period than Participant #1. She watches and listens for about 5-10 minutes. Furthermore, she stated that she watched for 30 minutes before moving on to another video.

### 4. Memorize the Vocabulary

The first participant discovered a way to learn through @gurukumrd that works for her. When participants watch and listen to the content, they memorise the vocabulary. Furthermore, the participant became more aware of the importance of using appropriate vocabulary in the appropriate context.

**Excerpt 8**

*If the vocabulary is more about memorizing, like 'oh I see', more aware of how to use the word, how to use the vocabulary in the sentence, like that. (Participant #1)*

*... then when it comes to vocabulary it's more like 'oh means this means this' than it's like trying to use that word in a sentence. (Participant #1)*

*(Interview transcript, Participant 1)*

The sentence raises the participants’ awareness of the importance of using the word or vocabulary correctly. This is also connected to the following excerpt:

**Excerpt 9**

*It's just random, if for example you open Instagram and listen to his posts, and if you don't understand, you can listen and listen again, that's all. For that case at least remember the vocabulary too. (Participant #2)*

*(Interview transcript, Participant 2)*

Based on the statement above, Participant #2 indicated that she did not have a unique method of learning from the tale. However, when it comes to her home or timeline tab, she listens to it repeatedly until she understands the point of the content. The more regularly kids learn a new language, the more applicable their reading comprehension will be in their daily lives (Fidowaty et al., 2021). Furthermore, it will assist them in becoming better readers by allowing them to absorb the meaning of the text more thoroughly.
5. Imitate the Pronounce of the Vocabulary

Correct pronunciation requires not only cognitive ability but also motor abilities, such as repetition and deliberate focus-on-form mastery (Korkut & Celik, 2018). Pronunciation is not just about the words themselves but how they are said. There is a connection to Participant #1 in this matter. She is attempting to learn this vocabulary; therefore, she mimics and repeats the pronunciation of the words. As is demonstrated in the following:

**Excerpt 10.**

*For example, regarding pronunciation, definitely try to follow it. It’s like trying to follow the vocals.* (Participant #1)

*Try to follow the pronunciation, maybe 1-3 times.*

*(Interview transcript, Participant 1)*

Based on the data of the excerpt, participant #1 explained that the method she learned how to properly pronounce words was by trying to emulate how those words were spoken. She gave it her best go, attempting to mimic the pronunciation from one to three times. In keeping with the extract, Participant Number One endeavoured to recreate how the vocabulary was spoken after seeing the video on the correct way to pronounce the words. This is connected to Participant Number 2, as previously mentioned. As is demonstrated in the following:

**Excerpt 11**

*Then if the pronunciation is similar, try to practice too (participant #2)*

*Tried to practice while looking at the content and then trying it can be up to 10 times. Listen to it repeatedly while reviewing the pronunciation until I think it’s correct.* (Participant #2)

*(Interview transcript, Participant 2)*

Participant #2 is learning in the same manner as @gurukumrd. She initially watched the video. Then she attempted to practice distinguishing between similar pronunciations of the terminology. She repeats the pronunciation 10 times before reviewing it by listening to her own voice. She also ceased imitating the pronunciation when she felt it was acceptable. Dehkordi and Golestan (2016) discovered that students utilising social networking applications were significantly improving, and the students were aware of their progress. Indeed, students were able to engage in meaningful exchanges on Instagram, which enhanced their English language communication, language competency, grammatical rules, and vocabulary (Zarei & Rudravarapu, 2019). The pronunciation should include all types of learners, to interact between fluency and correctness (Silveira, 2002).

6. Engage in Daily Dialogue using the Vocabulary

The first participant put the new information or even the words she learned to use with her other friends. The participant’s ability to communicate with others will improve significantly as a result of their increased vocabulary knowledge. The following are excerpts from statements made by participants:
In class, try to apply it to communicate with friends in class, and chat now. (Participant #1)

Excerpt 12

Based on the interview result, Participant #1 indicated that she attempted to use the terminology she learned from the movie by using it in a sentence. She also became more mindful of word meanings. Dehkordi and Golestan (2016) discovered that pupils utilising social networking applications were significantly improving, and the students were aware of their progress. It has something to do with what the participant said, which she also used in a phrase. She also attempted to use the vocabulary to connect with a friend in the classroom. Using a new word in daily life aids students' long-term memory retention (Hadi & Guo, 2020). Because of the COVID-19 epidemic, the class has been converted to an online format. As a result, the participants used the terminology to hold a conversation on social media or instant messaging apps. It alters the communication pattern. Instagram use during the learning process stimulates students to explore their abilities, hobbies, and interests while also paying attention to creative learning qualities such as relevance, control, authorship, and invention (Salehudin et al., 2020). As a result, it may improve her capacity to use a word in an acceptable situation.

Excerpt 13

Its application is most like a daily conversation. For example, I like to see how the pronunciation differs between the writings of marry and merry. So, in that class, you can treat it like that (Participant #2)

I use it when there are courses, for example, I use it when I practice public speaking courses. Usually, when I see Mr. D explained according to the context in the course, I like to use it. (Participant #2)

From the statement above, the participant also used video-related language in her regular classroom conversation. In everyday speech, she frequently used variances in pronunciation. As a result, she learned how to apply the language and properly enunciate it. According to Shao, Janse, Visser, and Meyer (2014), good vocabulary knowledge considerably influences performance. In addition, the participant uses the terminology when rehearsing public speaking. She utilised the phrase when she thought it was appropriate for the situation.

The content of @gurukumrd teaches participants new terminology. They both use it in their daily conversations. Participant #1 noted that she used the vocabulary when communicating with her friends in a conversation. Furthermore, participant #2 has a broader vocabulary. She learned a sentence she had never heard before.

Excerpt 14

The vocabulary for example is fellas. The sentence was 'Hello fellas' so from there I understood that it was the same as 'Hello friends'. So, we immediately chatted, for example, 'Hello fellas, please join this seminar.' (Participant #1)
Another example is the Indonesian language ‘until you have a dream’ so that’s the Indonesian language that we often hear and say but don’t think about what the English equivalent is. (Participant #2)

(Interview transcript, Participants 1 & 2)

The first expression used by the participant was ‘hello fellas’, she was talking to her friends using the expression. Coincidentally, she often becomes a master of ceremony in several events. Further, it is different with Participant #2, she gets a new expression from the video. She stated that she knew an expression in Indonesian to English that people often heard the expression but it was hard to find the equivalent words. Based on the interview, she likes to watch unfamiliar words and videos. Hence, it is following the example of her understanding.

Finally, how students used the account provided a greater grasp of how to use the word effectively. Furthermore, the content provides pupils with a plethora of new words. Because of the pronunciation discussed in the content, the students were able to spell and speak the new terms correctly. According to Zarei and Rudravarapu (2019), learners prefer studying English through Instagram since it improves their grammar and vocabulary. Unfortunately, the kids failed to observe and listen at the appointed time. Students will most likely obtain more information from the topic if they arrange time for it. Furthermore, studying English vocabulary through the @gurukumrd account assists them in developing their English language competency and communication skills.

Discussion
Talking about Students Acquire Knowledge Independently it is known by the data that participants perceive that the @gurukumrd feeds cover a wide range of topics. As a result, it allows participants the option of watching films on more than one topic. Video piques learners' attention in watching the clips and fosters form-meaning links between words and their meanings (Ramenazali & Faez, 2019). Since Instagram is a photo-sharing platform, users typically access it when they have leisure time or when they want to browse social media. As Participant 1 explains in the following excerpt:

Excerpt 2

There is no set schedule for how frequently this occurs. So, if it appears in feeds or explores, I tap the content.

(Interview transcript, participant 1)

The first participant mentioned that she did not have a set time to learn from @gurukumrd. If the information appears in her newsfeed or the Explore tab, she will tap it. Because of Instagram’s structure, when a user uploads a new video, it will automatically appear in the feeds or explore. Meanwhile, @gurukumrd uploads videos regularly. He posts the video practically every day. As a result, this is the period when the participant will view and listen to the video. She also tapped the profile in the content, which implies it would go directly to the @gurukumrd profile. As a result, she learned at her own pace via @gurukumrd.
Excerpt 3
Look at the content of gurukul, if it appears in Explore it immediately visits the profile and continues scrolling.

(Interview transcript, Participant 1)

It is declared with Participant #1 as well that she visits the profile when she looks at content in the explore tab. Therefore, the way she learnt through @gurukumrd is by looking in the explore tab then she tapped the profile of @gurukumrd and she will scroll his feeds.

Excerpt 4
Not often though, if you’re opening Instagram and there’s a post of his, just look at it and listen to it. Or if, for example, I’m stuck, I like stalking my account to watch and listen to other videos.

(Interview transcript, Participant 2)

The statement is related to the Participant # 2 interview transcript. When the content of @gurukumrd appeared in her feeds, she looked and listened to his video. Moreover, she usually searched or tapped the @gurukumrd account when she felt bored and had nothing to do. Then, she will stalk the feeds to watch and listen to the other content. The openness of a smartphone to open up the educational experience is more accessible than the traditional method (Robson, 2015). Students are more interested because of the ease with which they can connect via smartphone. Therefore, the more frequently students search for and select new words, the more critical words they acquire with a deep understanding of the meaning that can be used for them in various fields (Fidowaty, et al., 2021). In this data, the participant opened the account to listen to another video or other content in his account. This excerpt showed that she learnt autonomously through @gurukumrd based on a certain situation. The autonomous learning choices increase the students’ level of motivation in learning (Chalupa & Heiko, 2014).

If we look at the results of Select Vocabulary and Pronunciation Resources, from the data we found sometimes a word or even a sentence in Bahasa Indonesia is difficult to translate into English. The Q&A session invites followers to ask @gurukumrd questions regarding related topics, and @gurukumrd will respond and explain in a video that he will upload. It assists the participant in acquiring new terminology for use in her daily life. In addition, a lack of vocabulary would lead to confusion, misinterpretation, and an inability to read an English text (Leong, Abidin, & Saibon, 2020). To understand and infer meaning from English sentences, vocabulary skills are essential. Meaning cannot be deduced from text without a grasp of the vocabulary, and hence language proficiency cannot be attained.

Another research result is Learn in Short Period. Despite the relatively short duration, the participant effectively interacted with the content due to the engaging nature of the film. Moreover, she would access or peruse the profile anytime she encountered a captivating video. She consistently gravitated towards the vocabulary and pronunciation videos. This implies that the material has the potential to arouse the curiosity and interest of the participant. According to a study conducted by Putri, Hadi, and Mutiarani (2021), the utilisation of Instagram's media and learning methods led to an increase in student engagement and interest. The provision of this information has the potential to enhance her understanding. The individual developed a heightened awareness about the integration of certain terms and lexicon inside the structure of a given sentence. From the data, it can be found that she asserted that she diligently observed the video content for 30 minutes before transitioning to a different movie. The subject matter at hand pertains to cognitive flexibility theory (Spector, 2015), which posits that the adaptable nature of learning contexts might impact learners’ level of comfort with the learning process. The theory posits that the effectiveness of learning is contingent upon the context in which the learning takes place. Learners possess the agency to select their preferred learning environment in terms of temporal and spatial factors, allowing them to adapt their educational pursuits to align with their...
requirements, all while deriving satisfaction from the learning experience. Consequently, the duration of the movies enhances the participants' understanding.

Furthermore, *Memorize the Vocabulary* is one of the research results. It is in line with Ghanbari, Esmaili, and Shamsaddini (2015) who stated the inclusion of genuine and accurate material enhances the academic performance, progress, and enthusiasm of students in their language acquisition endeavours. There is also a contention that students exhibit a preference for authentic knowledge due to their exposure to the external environment and genuine language usage. Moreover, the participant said that she made an effort to employ the phrase in a sentence, resulting in an improved understanding of how to apply the vocabulary. The utilisation of novel vocabulary in routine circumstances facilitates the enduring preservation of information in students' long-term memory (Hadi & Guo, 2020). As a result, it provides the participant with a deeper knowledge. According to the aforementioned statement, Participant #2 expressed a lack of possessing a distinctive approach to acquiring knowledge from the narrative. Nevertheless, concerning her domicile or chronological section, she engages in iterative consumption until she comprehends the essence of the material. It is supported by Fidowaty et al. (2021), who states there is a positive correlation between the frequency of students’ language learning and the practicality of their reading comprehension skills in their everyday activities. Moreover, this would facilitate the student’s development as proficient readers by enabling them to comprehensively internalise the intended significance of the written material. In addition, the participant committed the terminology to memory to maintain it. It is in line with Kuimova, Bazhenov, and Uzunboylu (2018) who state the use of mobile learning innovatively facilitates the incorporation of the target language, enhances the effectiveness of learning, leads to higher academic performance, promotes collaboration, and facilitates communication within the learning process.

The students are *Imitate the Pronounce of the Vocabulary*. The accurate enunciation of words necessitates the utilisation of cognitive and physical skills, including the processes of repetition and the acquisition of focused mastery in the form of pronunciation. Participants #1 and #2 are engaged in a vocabulary acquisition task wherein they use mimicry and repetition techniques to enhance their pronunciation skills. Participants 1 and 2 engage in preparatory activities by engaging in video-based instruction and engaging in deliberate practice aimed at refining their pronunciation skills. Participants labelled as #1 and #2 engage in a practice routine that involves actively listening to the content and afterwards repeating the pronunciation of said content a total of ten times, before engaging in a review session. Participants number two engage in a preparatory activity wherein they observe a movie and engage in exercises aimed at discerning subtle differences between pronunciations that are similar in nature. Research studies have demonstrated that the use of social networking programmes has been associated with enhancements in English language communication, language proficiency, grammatical accuracy, and vocabulary acquisition. In order to foster a balance between fluency and accuracy, it is imperative to incorporate all learner profiles into pronunciation instruction.

In addition, based on the research results related to *Engage in Daily Dialogue using the Vocabulary*, it is indicating that this research investigates the influence of Instagram on the linguistic proficiency and interpersonal communication abilities of pupils. The participants engaged in the utilisation of novel lexicon throughout their routine interactions, honing their skills in oratory and diligently preparing for the delivery of speeches. The educational material provided by @gurukumrd facilitated the acquisition of novel vocabulary and improved pronunciation skills for the users. The study posits that students might enhance their knowledge acquisition using Instagram by effectively managing their time dedicated to the platform. The study underscores the significance of employing Instagram as a means to foster vocabulary acquisition and enhance communication skills.
Conclusions

The study posits that the Instagram account @gurukumrd serves as a helpful resource for Indonesian undergraduate students, facilitating the improvement of their English vocabulary learning. Online education provides students with the advantages of schedule flexibility, enhanced efficiency, self-directed learning, and alignment with individual interests. The instructional practices of educators can be inspired by the teaching style of the account, which is influenced by Mr. Dennis. Additionally, it fosters self-directed learning, enabling students to assume accountability for their own educational pursuits. In addition, the account integrates the interests of pupils, therefore it offers customised vocabulary content. In general, the @gurukumrd account serves as a significant online resource for Indonesian undergraduate students, providing them with adaptability, efficacy, opportunities for individual study, and a distinctive teaching strategy.

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