SENIOR HIGH SCHOOL STUDENTS' STRATEGIES AND DIFFICULTIES OF USING INSTAGRAM REELS FOR PRACTICING LISTENING
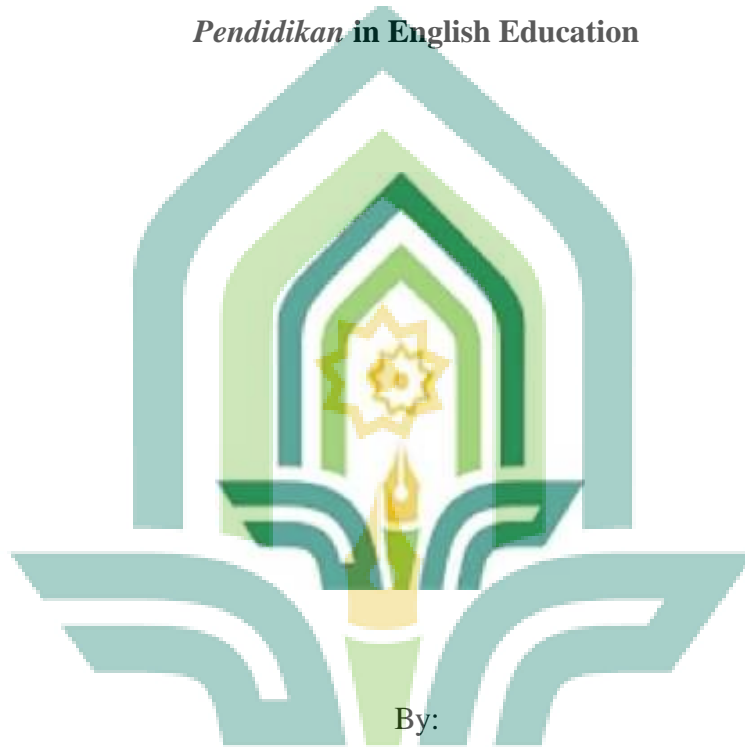
A THESIS

Submitted in Partial Fulfilment of Requirements for the Degree of *Sarjana Pendidikan* in English Education

By:

Tasya Noor Affandi

2520110

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI

K.H ABDURRAHMAN WAHID PEKALONGAN

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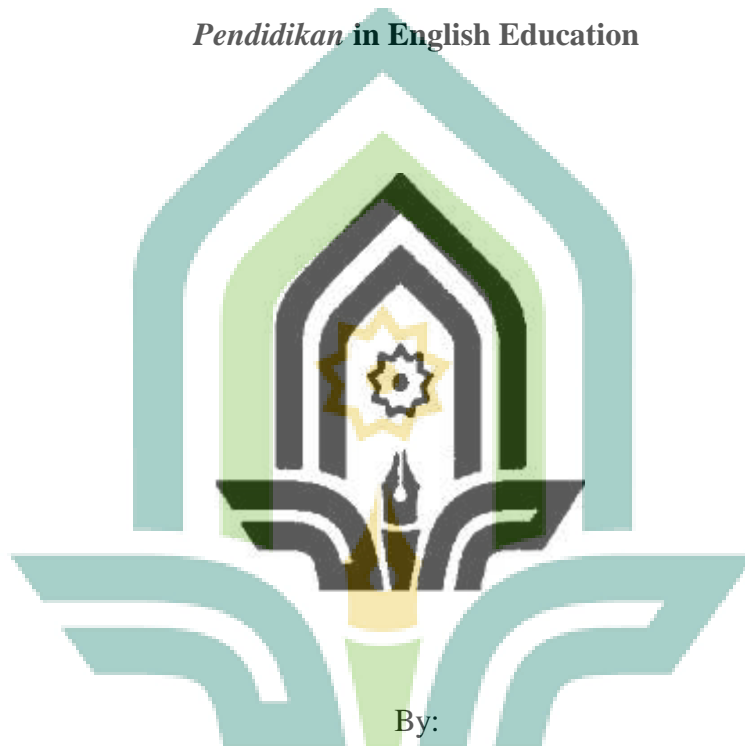
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2025

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UIN K.H Abdurrahman Wahid Pekalongan

Ketua Program Studi Tadris Bahasa Inggris

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Prodi : Tadris Bahasa Inggris

Judul : **SENIOR HIGH SCHOOL STUDENTS' STRATEGIES AND DIFFICULTIES OF USING INSTAGRAM REELS FOR PRACTICING LISTENING**

  Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah

  Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

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v

MOTTO

"Maka sesungguhnya bersama kesulitan itu ada kemudahan.

Sesugguhnya bersama kesulitan itu ada kemudahan."

(QS. Al-Insyirah, 94: 5-6)

ABSTRAK

Keterampilan mendengarkan merupakan aspek penting dalam pembelajaran bahasa Inggris, namun banyak siswa SMA di Indonesia mengalami kesulitan akibat keterbatasan bahan autentik dan rendahnya motivasi belajar. Instagram Reels sebagai platform media sosial populer menawarkan peluang praktik mendengarkan yang menarik dan autentik sesuai dengan kebiasaan digital siswa. Namun, penelitian mengenai strategi dan kesulitan siswa dalam menggunakan Instagram Reels untuk latihan mendengarkan masih terbatas. Penelitian ini bertujuan untuk mengidentifikasi strategi dan kesulitan yang dialami siswa SMA saat menggunakan Instagram Reels dalam melatih keterampilan mendengarkan bahasa Inggris. Dengan pendekatan kualitatif naratif, data dikumpulkan dari dua belas peserta melalui catatan mendengarkan dan wawancara semi-terstruktur, kemudian dianalisis secara tematik. Hasil penelitian menunjukkan bahwa siswa menggunakan berbagai strategi metakognitif dan kognitif seperti perencanaan, pengulangan, dan analisis konteks, serta strategi sosial-emosional untuk meningkatkan pemahaman. Kesulitan utama yang ditemukan meliputi pemahaman aksen yang beragam, ekspresi idiomatik, dan kecepatan bicara yang tinggi. Meski demikian, siswa tetap gigih dengan menggunakan pengulangan dan petunjuk visual untuk membantu pemahaman.Penelitian ini menegaskan potensi Instagram Reels sebagai media praktik mendengarkan autentik yang dapat meningkatkan motivasi dan menjembatani pembelajaran formal dan informal. Temuan ini memberikan wawasan praktis bagi pendidik dalam mengintegrasikan media sosial ke dalam pembelajaran bahasa.

Kata kunci: Mendengarkan, Instagram Reels, Strategi, Kesulitan

ABSTRACT

Listening comprehension is a crucial skill in learning English, yet many senior high school students in Indonesia face challenges due to limited authentic materials and low motivation. Instagram Reels, a popular social media platform, offers engaging and authentic listening practice aligned with students' digital habits. However, research on students' strategies and difficulties in using Instagram Reels for listening practice is limited. This study aims to explore the strategies and difficulties senior high school students experience when using Instagram Reels to practice English listening skills. Using a qualitative narrative inquiry, data were collected from twelve participants through listening logs and semi-structured interviews and analyzed thematically. Findings show that students employ metacognitive and cognitive strategies such as planning, repetition, and contextual analysis, as well as socio-emotional strategies to improve comprehension. Common difficulties include understanding different accents, idiomatic expressions, and fast speech. Despite these challenges, students persist by using repetition and visual cues to aid understanding. This study highlights Instagram Reels' potential to provide authentic listening practice, enhance motivation, and bridge formal and informal language learning. The findings offer practical insights for educators integrating social media into language teaching and contribute to understanding digital media's role in language education.

Keywords: Listening, Instagram Reels, Strategies, Difficulties
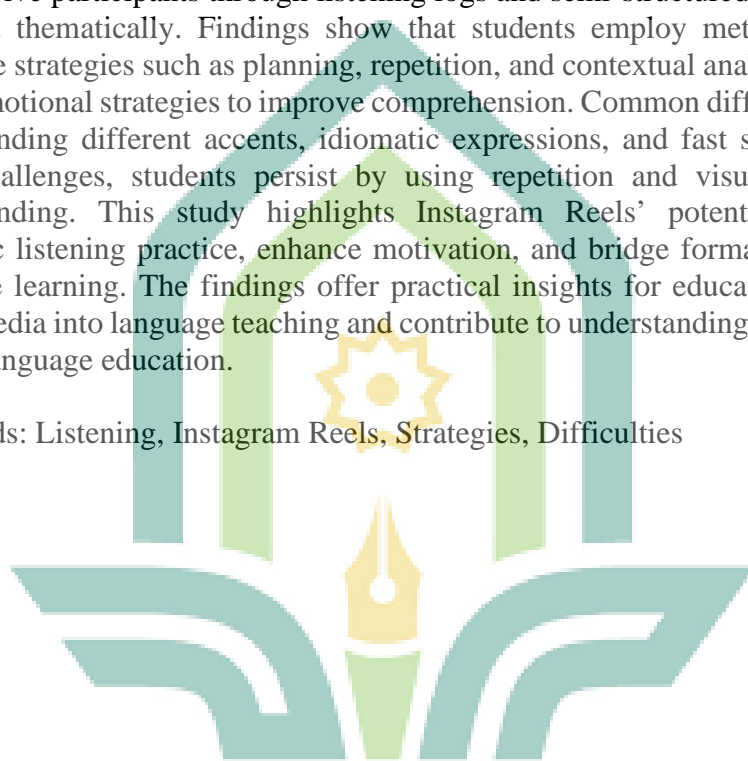
PREFACE

Praises and gratitude are devoted to Allah SWT, the Most Gracious, for His countless blessings, guidance, and strength that have enabled the author to complete the writing of this thesis through all the long processes it involved. May peace and blessings always be upon the Prophet Muhammad SAW, his family, companions, and followers until the end of time. By Allah's permission and assistance, the author is grateful to have finally completed this thesis entitled **"Senior High School Students' Strategies And Difficulties Of Using Instagram Reels For Practicing Listening"** This thesis is submitted as a requirement for obtaining a Sarjana Pendidikan (S.Pd..) degree at the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. The writing of this thesis is the result of hard work, continuous learning, and a long journey undertaken by the author with enthusiasm and patience. The author has received invaluable support, guidance, and assistance from various parties throughout this process. Therefore, with sincerity, the author would like to express heartfelt gratitude and highest appreciation to:

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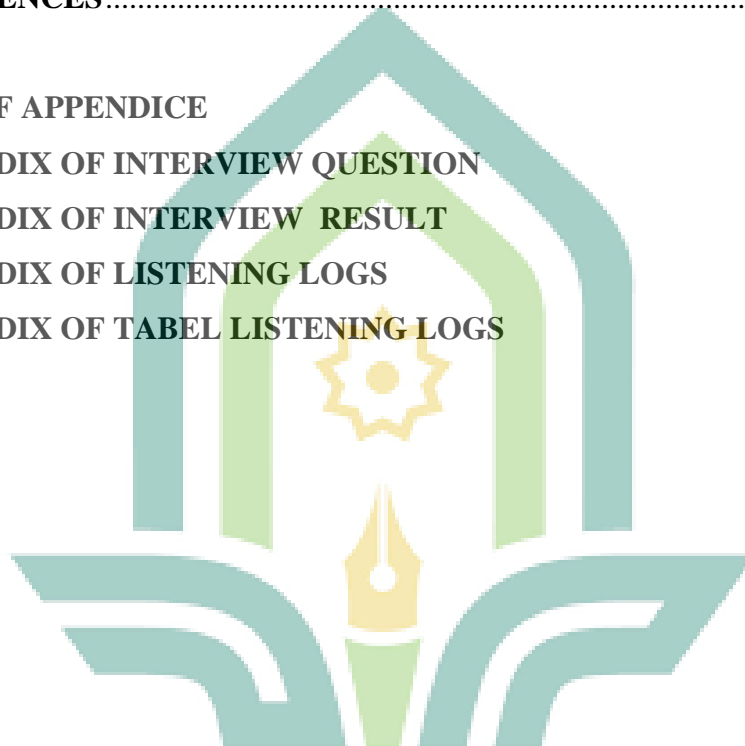
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CHAPTER I

INTRODUCTION

1.1 Background

Listening comprehension is one of the fundamental skills crucial for mastering English, especially in today's era of globalization (Brown, 2007). However, this skill remains a significant challenge for senior high school students in Indonesia due to several factors. Harmer (2015) emphasized that the lack of authentic listening materials and low learning motivation are common barriers in listening practice. Similarly, Rahmawati (2023) found that the absence of relevant learning media in students' daily lives also contributes to these challenges. This problem becomes more apparent when the learning methods used in schools are monotonous and lack variation, which can reduce students' learning interest (Field, 2009). In addition, the absence of familiar technology in classroom instruction often leads to low engagement among learners (Coskun & Kopru, 2021). Social media platforms such as Instagram, particularly its Reels feature, have the potential to enhance listening skills more engagingly. This aligns with the learning preferences of the digital native generation, who are accustomed to interactive and media-rich environments (Prensky, 2001).

To date, little research has explored the strategies senior high school students employ in using Instagram Reels for listening practice (Santoso, 2023). In addition, limited attention has been given to the difficulties learners experience in the listening process (Hussein et al., 2019). Therefore, it is

important to investigate how senior high school students utilize Instagram Reels to develop their listening skills, focusing on the strategies they apply and the challenges they face.

In language learning, listening is a bridge to improving speaking, reading, and writing skills (Rost, 2011). Through listening activities, students can expand their understanding, grasp sentence structures, and recognize various accents and pronunciations (Vandergrift & Goh, 2012). Additionally, listening helps students develop critical thinking skills, as they must analyse and interpret the information they hear (Field, 2008). This emphasizes the importance of listening as a recognized skill, empowering individuals to interact effectively with their surroundings, forming the basis of learning, and enhancing language abilities (Flowerdew & Miller, 2005). Therefore, these skills must be emphasized within the educational framework (Coskun & Kopru, 2021).

Nevertheless, considering how important it is for future teaching, learners face many difficulties learning to listen. Many have limited exposure to authentic listening materials, such as interactions with native speakers or varied English accents, which can hinder their real-time processing of information (Rahmawati, 2023). Additionally, the complexity of spoken language, such as fast speech and idiomatic expressions, can make comprehension challenging for learners (Chang, 2016). Background noise and environmental distractions further increase this difficulty by reducing the accuracy with which listeners interpret meaning (Nasir & Khan, 2021). These

obstacles highlight the need for effective strategies and learning resources that support students in improving their listening comprehension and increasing their confidence in processing auditory input. In high school contexts, learning also encounters various challenges. Limited classroom time reduces students' opportunities for extensive listening practice, and the lack of independent listening media further restricts learning beyond school hours (Harmer, 2015). Moreover, conventional learning resources, such as audio recordings without visual support, often fail to engage students, making it difficult for them to grasp accents, intonation, and conversational context (Field, 2009). Therefore, there is a pressing need to innovate listening practice by integrating engaging, visually supported, and technology-driven learning media that better align with students' needs.

However, technology can overcome these challenges, mainly through social media platforms such as Instagram. According to a report from We Are Social (2024), 76% of social media users in Indonesia are teenagers aged 13-18, with Instagram being one of the most popular platforms. This creates an excellent opportunity to utilize social media as a more relevant learning tool in line with the preferences of digital natives (Prensky, 2001). In the context of listening learning, Instagram offers a variety of engaging audio and visual content. Using this platform, students can participate in various interactive listening activities, such as following accounts that provide language learning materials, listening to podcasts, or watching short videos featuring conversations in the target language. In addition, Instagram's Reels feature has

been used as an English learning medium, which can increase students' interest and learning achievement (Pauline, 2023). In this way, students not only improve their listening skills but also learn in a more fun and relevant way, thus strengthening their motivation and engagement in the learning process.

Several relevant Instagram Reels can serve as a valuable resource for improving English listening skills. These Reels offer engaging videos and practical tips for learning English, including clear pronunciation techniques and easy-to-understand grammar explanations (Gilakjani & Sabouri, 2016). Additionally, Instagram Reels provides various audio and video content that covers different aspects of English, such as breaking news, vocabulary lessons, and listening exercises (Benson, 2011). The practical and easy-to-follow nature of this content not only supports listening development but also helps enrich students' vocabulary and overall communication skills (Vanderplank, 2016). Using Instagram Reels, students can develop strategies to enhance their listening comprehension, such as identifying key words, recognizing patterns in spoken language, and understanding contextual cues. The engaging and creative presentation style of Reels also caters to high school students' interests, making learning outside the formal classroom more appealing and accessible (Santoso, 2023).

Based on the above explanation, although Instagram Reels shows potential to support the development of listening skills, further research is still necessary to examine its effectiveness in real educational settings (Pauline,

2023). In particular, more studies are needed to explore how students engage with this platform during listening activities and what challenges may arise in the learning process (Hussein et al., 2019).

This study explores the strategies students employ when learning listening through Instagram Reels, such as metacognitive and cognitive approaches (Vandergrift & Goh, 2012). It also investigates the types of content that attract students' interest, like short videos, conversations, and interactive elements that support autonomous and engaging learning (Benson, 2011). In addition, the research addresses common difficulties students face, including fast-paced speech and a lack of contextual cues that hinder comprehension (Chang, 2016). Given the importance of student engagement and contextual relevance in digital learning environments, especially for digital-native learners (Coskun & Kopru, 2021), understanding these aspects is crucial to optimize Instagram Reels as an effective listening practice tool (Prensky, 2001). Therefore, this research aims to offer valuable insights for educators and material developers in designing innovative and contextually appropriate strategies to enhance students' listening skills through social media platforms (Flowerdew & Miller, 2005).

1.2 Formulation of the Problem

Based on the background that has been described, this research focuses on the following question:

1. What strategies do senior high school students use to practice listening through Instagram Reels?

2. What difficulties do senior high school students face when using Instagram Reels to practice listening?

1.3 Aim of the Study

This study aims to:

1. Identify the strategies used by senior high school students to practice listening through Instagram Reels.

2. Explore the difficulties senior high school students encounter when using Instagram Reels to practice listening.

1.4 Operational Definition

1. **Listening:** Listening is "the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages" (International Listening Association, 1995; National Communication Association, 1998)

2. **Listening Strategies:** Listening strategies are deliberate, goal-directed techniques used by learners to improve their understanding of spoken language (Vandergrift, 2003). These strategies help learners manage, interpret, and respond to auditory input effectively (Chamot, 2005).

3. **Listening difficulties:** Listening difficulties are obstacles that hinder learners from accurately processing and interpreting spoken input, often caused by unfamiliar vocabulary, fast speech, or lack of contextual support (Graham, 2006).

4. **Instagram Reels:** Instagram Reels is a short-form video feature on Instagram that allows users to create, edit, and share 15- to 90-second videos with music, effects, and interactive elements (Meta, 2020).

1.5 Significance of the Study

1.5.1 Theoretical Use

This study enriches existing language learning theories by examining the role of social media, particularly Instagram Reels, in enhancing listening skills.

1.5.2 Empirical Use

The findings offer empirical evidence for using Instagram Reels as a tool for practising listening. This can inform future studies and contribute to a growing literature on integrating technology in language education.

1.5.3 Practical Use

The results can serve as a reference for teachers to incorporate Instagram Reels into their lesson plans, providing references for teaching strategies that resonate with students' interests.
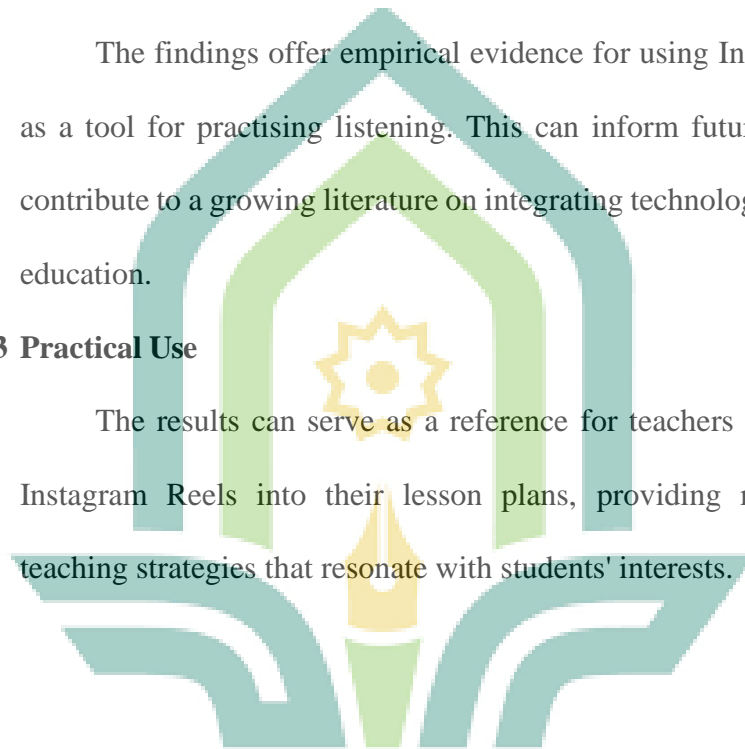
CHAPTER V

CONCLUSION

5.1 Conclusion

This study aimed to investigate senior high school students' strategies and difficulties in using Instagram Reels as a medium for practicing English listening. Using a qualitative case study approach, data were collected from listening logs and semi-structured interviews involving four participants. The findings revealed that students employed various strategies while engaging with Instagram Reels for listening practice. These included metacognitive strategies such as planning, monitoring, and evaluating, cognitive strategies including bottom-up and top-down processing, and social-affective strategies such as managing motivation and anxiety. Through these approaches, students demonstrated their ability to regulate their learning, focus on specific linguistic targets, and maintain motivation in the face of real-world listening challenges.

At the same time, several difficulties were encountered during the listening process using Instagram Reels. These include problems understanding unfamiliar accents, interpreting idiomatic expressions, processing fast speech, and coping with affective factors such as nervousness and lacking confidence. Although most of these challenges were not explicitly reflected in the listening logs, they emerged clearly during the interview sessions. To overcome these difficulties, students commonly relied on strategies such as rewatching videos on Instagram Reels, focusing on

contextual clues, and gradually adjusting to the features of authentic spoken English.

In conclusion, Instagram Reels is both an opportunity and a challenge in English listening practice. On one hand, it provides authentic, engaging content that supports learners' autonomy and motivation. On the other hand, the nature of the content delivered at native level speed and containing real-life language use requires learners to apply appropriate strategies to support comprehension. These findings suggest that Instagram Reels can be a valuable supplementary tool in English language learning, particularly when paired with guided strategy instruction and emotional support from educators.

5.2 Recommendation

Based on the findings and conclusions of this study, several recommendations can be made for different stakeholders involved in English language learning. Students should actively apply metacognitive and cognitive strategies when using Instagram Reels or similar platforms. Students should plan their learning goals, select content that matches their interests and needs, and consistently evaluate their progress. Exposure to various accents and speaking styles through Instagram Reels can also be increased to improve adaptability in listening comprehension. Integrating Instagram Reels into the learning process can be innovative and engaging.

Teachers should guide students in selecting appropriate Instagram Reels content and support them in understanding complex vocabulary, idiomatic expressions, and grammar structures. It is also essential for teachers to foster a

positive and encouraging learning environment to reduce students' anxiety when practicing listening with Instagram Reels.

Lastly, for future researchers, it is suggested that the sample size be expanded or that other social media platforms, alongside Instagram Reels, be explored for different English language skills, such as speaking, reading, or writing. Longitudinal studies could also assess the long-term effects of digital media like Instagram Reels on language acquisition.
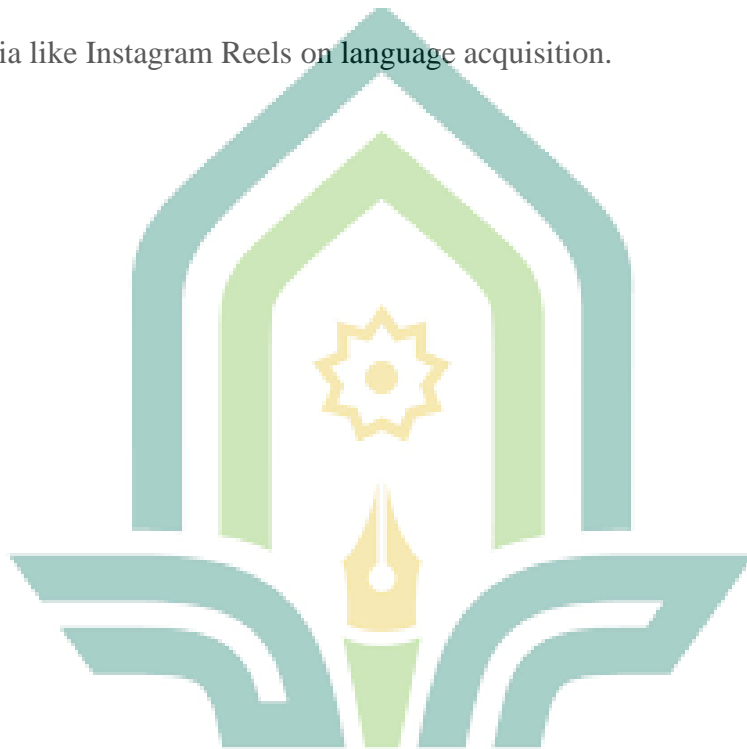
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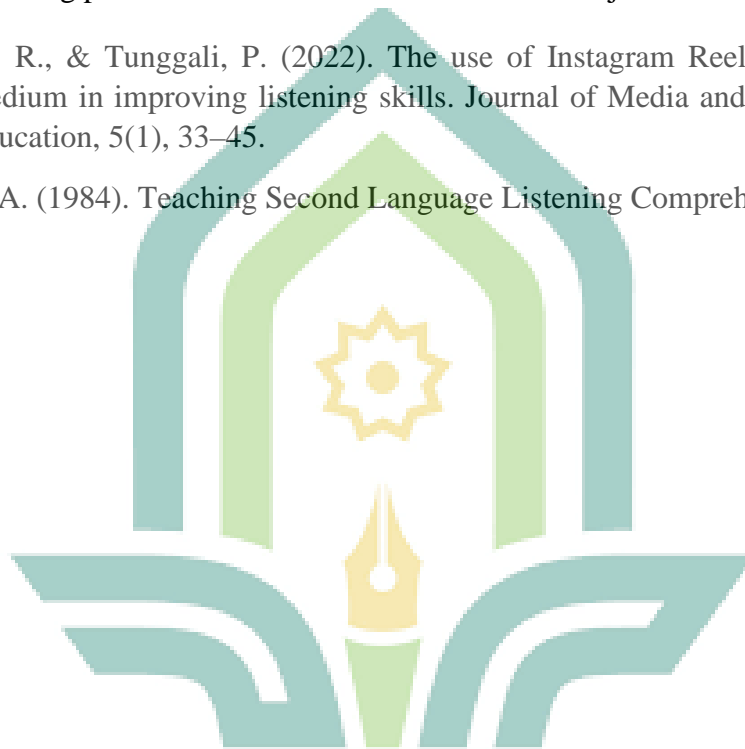
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