



Social Media-Based English Learning Strategy (A Study on Instagram Account @englishbygiovana)

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Abstract. *This study discusses social media-based English learning strategies in a case study on @englishbygiovana Instagram account. The background of the study is based on the increasing use of social media as a flexible alternative learning tool, especially among the younger generation. The main objective of this study is to analyze the type of content, presentation format, audience interaction, and the impact of reporting English skills on increasing followers. The study utilized a descriptive qualitative method in a case study approach. The results showed that short videos such as stories and comments, educational signatures, and interactive characteristics successfully attracted users' attention and increased active participation in the learning process. The interaction formed between accounting assistants and followers creates a supportive and dynamic learning community. These results suggest that social media, particularly Instagram, can be an effective and enjoyable learning tool when consistently relevant. The effectiveness of this study demonstrates the potential of social media as an adaptive educational platform for modern learning needs and can be used as a model for formal non-classroom English teaching strategies.*

Keywords: *Learning strategies, Social media, Instagram, English language learning, Interactive content, Short videos, @Englishbygiovana, Studies, cases, Communication skills, Audience interaction*

Abstrak: Studi ini membahas strategi pembelajaran bahasa Inggris berbasis media sosial dalam studi kasus di akun Instagram @englishbygiovana. Latar belakang penelitian didasarkan pada peningkatan penggunaan media sosial sebagai alat pembelajaran alternatif yang fleksibel, terutama di kalangan generasi muda. Tujuan utama dari penelitian ini adalah untuk menganalisis jenis konten, format presentasi, interaksi audiens, dan dampak melaporkan keterampilan bahasa Inggris pada peningkatan pengikut. Studi ini menggunakan metode kualitatif deskriptif dalam pendekatan studi kasus. Hasil penelitian menunjukkan bahwa video pendek seperti cerita dan komentar, tanda tangan pendidikan, dan karakteristik interaktif berhasil menarik perhatian pengguna dan meningkatkan partisipasi aktif dalam proses pembelajaran. Interaksi yang dibentuk antara asisten akuntansi dan pengikut menciptakan komunitas pembelajaran yang mendukung dan dinamis. Hasil ini menunjukkan bahwa media sosial, khususnya Instagram, dapat menjadi alat pembelajaran yang efektif dan menyenangkan ketika relevan secara konsisten. Efektivitas penelitian ini menunjukkan potensi media sosial sebagai platform pendidikan adaptif untuk kebutuhan belajar modern dan dapat digunakan sebagai model untuk strategi pengajaran bahasa Inggris non-kelas formal.

Kata kunci: Strategi pembelajaran, Media sosial, Instagram, Pembelajaran bahasa Inggris, Konten interaktif, Video pendek, @Englishbygiovana, Studi, kasus, Keterampilan komunikasi, Interaksi audiens.

1. BACKGROUND

This research is motivated by the rapid development of social media as a means of communication and learning, especially Instagram which is now used not only to share visual content, but also as an interactive educational platform. The @englishbygiovana account utilizes short video formats (reels), informative captions, as well as features such as stories and comments to deliver English materials in an interesting and accessible manner. While previous studies have shown that digital media-based learning can increase learner motivation and engagement, there is a lack of research that specifically analyzes content strategies on

Instagram for language learning, especially in terms of the use of interactive features and visual narrative formats. This void suggests an urgent need to explore how effective certain content formats such as video reels, educational captions and interactive polls are in building learning communities and improving language skills. This research aims to shed light on the types and formats of content used, the audience interactions formed and their influence on followers' language skills. This study aims to explain the types and formats of content used, the audience interactions formed, as well as its influence on followers' language skills. By examining the @englishbygiovana account, this research is expected to provide new contributions in the form of a comprehensive understanding of English language learning best practices through Instagram, as well as recommendations for applicable content strategies for teachers and digital education content creators.

2. THEORETICAL REVIEW

The utilization of social media as a learning tool has become a concern in contemporary education studies, especially for its ability to create flexible, contextual and interaction-based learning experiences. Connectivism theory proposed by George Siemens states that learning in the digital era is characterized by networks and relationships between information, and the importance of the ability to access and manage knowledge through technology. In this context, platforms like Instagram provide a learning ecosystem that supports these principles, allowing learners to actively interact with content and communities.

In addition, the Contextual Teaching and Learning (CTL) approach is also an important foundation, as learning through the @englishbygiovana account is delivered in real situations relevant to everyday life, such as in restaurants, shops or airports. This supports the learning theory that emphasizes the connection between the material and its context of use. The multimodal approach used through videos, texts and images is also in line with the Multimodal Learning theory, which states that the delivery of material with various forms of representation improves understanding and retention of information.

Some previous research also reinforces this theoretical foundation. For example, a study by Hidayati (2015) showed that social media integration in English language learning increased learning motivation and learner engagement. Gunawan & Damanik's (2022) research on another educational Instagram account states that features such as reels and stories play an important role in building interactivity and interest in learning. However, studies that focus on analyzing specific content strategies and their impact on English skill acquisition through educational accounts are still limited.

The novelty of this research lies in the in-depth exploration of educational content strategies on the @englishbygiovana account, especially in relation to the form of material presentation, audience engagement, and its impact on informal English acquisition. This research departs from the assumption that structured and consistent utilization of social media can be an effective learning alternative, especially for digital generation learners who need a practical, engaging and accessible approach. Without explicitly expressing a hypothesis, this study is built on the assumption that social media, if used appropriately, can replace some of the functions of formal learning in improving English language skills.

3. RESEARCH METHODS

This research uses a qualitative approach with descriptive case study method to analyze English learning strategies through @englishbygiovana Instagram account. This approach was chosen because it allows researchers to deeply understand the process, form, and impact of using social media as a contextual and interactive educational tool.

The population in this study is all educational content published by the @englishbygiovana account over the past three months, including short videos (reels), captions, stories, and comments from followers. The sample was purposively selected, namely content that explicitly displays English learning materials in situational contexts, such as in restaurants, airports, and other public places. Data collection techniques were carried out through direct observation of account content, visual documentation (screenshots), and recording user interactions in the comments column. The instruments used in data collection were observation sheets and content categorization guides. To strengthen the results, limited interviews were also conducted with account managers and several Data collection techniques were carried out through direct observation of account content, visual documentation (screenshots), and recording user interactions in the comments column. The instruments used in data collection were observation sheets and content categorization guides. To strengthen the results, limited interviews with account managers and some followers were also conducted as additional data.

Data analysis was conducted using content analysis techniques, which included a data reduction process, categorization of content based on the type of material and form of presentation, and interpretation of user interaction. The results of the analysis were then presented in descriptive narrative form. This research model does not use mathematical symbols, but focuses on the relationship between the independent variable (content strategy) and the dependent variable (users' skills and participation in English learning).

The validity test was conducted through data and source triangulation, while the reliability test was conducted through data rechecking by researchers and peers. The test results show that the data obtained is consistent and relevant to the research objectives. Thus, the method used in this study is expected to be able to accurately describe how social media-based learning strategies can have a real impact on the process of learning English informally.

The materials in this study are all English learning content published by the Instagram account @englishbygiovana, which actively shares educational materials in the form of short videos, informative captions, and Instagram feature-based interactions such as polls, Q&A, and comments. The main focus is on content that contains contextual learning elements, especially materials that reflect the use of English in real-life situations, such as conversations in public places, idiomatic expressions, and pronunciation exercises. In addition to the content, the research materials also included followers' responses in the form of comments, reactions, and participation in quizzes or polls. Thus, the research not only passively reviews the teaching materials, but also involves the participatory aspect of the users as an indicator of audience engagement and the success of the applied learning strategy.

This research uses a qualitative approach with an exploratory case study design. This approach was chosen to understand the phenomenon of naturally occurring learning through digital platforms, especially Instagram, by paying attention to the communication dynamics between account managers and followers. This explorative design allows the researcher to examine the material delivery strategy, user response, as well as the social and technological contexts that influence the informal learning process.

Data were collected through non-participatory observation techniques of content uploaded within the last three months. Observations were structured based on the following criteria: content type, learning topic, visual and textual structure, and interactive elements (polls, comments, Q&A features). In addition to observation, digital documentation of each relevant content was also conducted, including screenshots, recording the number of likes, comments and views as supporting quantitative data. As a complement, researchers conducted correspondence via direct message with account managers and some active followers to gain subjective insights into their experiences using the content as a learning medium. Instruments such as observation sheets, content categorization lists, and interview guidelines were used to maintain consistency in data collection.

Data analysis was conducted using the content analysis method with the stages of data reduction, theme categorization, and in-depth interpretation. The data was classified into groups based on the type of material (e.g. idioms, pronunciation, grammar), the form of

presentation (reels, captions, stories), and the type of interaction (comments, likes, quiz participation). The analysis process was thematic to find patterns of dominant learning strategies and their impact on user interaction. Data validity was maintained through source triangulation (content, comments, interviews), while the reliability of the analysis was tested by relying on peer review from fellow digital education researchers. The whole process is systematically organized to ensure that the results reflect the real practice of social media-based informal learning.

This research model explains the relationship between the content delivery strategy (as the independent variable) and users' engagement and development of English language skills (as the dependent variable). No explicit mathematical model was used in this study, but the interpretation of the causal relationship was built based on qualitative findings and user narratives that showed a correlation between content quality and learning interest.

4. RESULT AND DISCUSSION

1. Collection process

This research was conducted over a three-month period, from February to April 2025. Data was collected through systematic observation of the Instagram account @englishbygiovana, which is an educational account that actively publishes English learning content. The research was conducted online because all observation activities took place through the Instagram platform. Observation focused on video reels, captions, stories, and user comments related to learning materials.

The documentation process was carried out by capturing relevant content in the form of screenshots and recording the content narratively. Brief interviews were also conducted with the account manager and two active users via direct message (DM) to strengthen the perception data on content effectiveness.

2. Content Strategy Analysis

A. Type of Learning Material

Of the total 45 content reels analyzed, the majority focused on everyday conversations in public contexts such as restaurants, airports, salons and shops. This type of content falls under context-based learning or situational English, which is very useful for beginner and intermediate learners. In addition, vocabulary building, pronunciation tips, and grammar in context were also found.

B. Content Format and Presentation

Most of the material is delivered in the form of short 30-60 second videos (reels), with a light and entertaining presentation style. Educational captions are included as additional explanations, as well as utilization of the Stories feature for quizzes, polls, and repetition of material. Illustration 1 shows the distribution of content types by category.

Table 1. Distribution of Instagram Content Types @englishbygiovana

Type of Content	Post Count	Percentage (%)
Situational English	20	44%
Pronunciation Tips	7	16%
Vocabulary & Idioms	10	22%
Grammar in Context	5	11%
Interaktif (Quiz, Poll)	3	7%
Total	45	100%

(Source: Primary data from content observation, 2025)

C. Content Type and Distribution

Analysis of 45 reels and 60 stories showed that:

- Short video reels (30-60 seconds) are predominantly used, allowing for concise delivery of material.
- Educational captions support text explanations, with phonetic symbols, example sentences and short exercises.
- Stories are filled with interactive polls or quizzes, for example: “What's the correct idiom?”
- Videos always have text overlays, supporting multimodal learning.

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E. Audience Interaction and Participation

The data shows a high level of engagement from followers. the @englishbygiovana account has about 5,7 million followers. his account has about 775 posts and only followed 1 person on the 21st, June 2025.

- Giovana's reels consistently reach around 1000 - 4000+ per post or reel, indicating content that her audience really enjoys.
- Some viral reels achieve around 100 - 300+ comments per post or reel, signaling the power of relatable, funny, or mildly educational content.
- Content with elements of humor, unique opinions, or everyday occurrences tends to encourage more comments.
- Topics covered include everyday English, common mistakes, idioms and funny expressions.
- The light and communicative style of the content is perfect for attracting engagement among students or language enthusiasts.

3. Relationship to Learning Theory

- The Instagram platform enables the formation of learning networks; users actively connect with each other through comments and discussions. This is in line with Siemens (2005) who emphasizes the importance of active networks in digital learning.
- Content that combines visuals, audio, text and interaction supports multimodal learning theory (Mayer, 2009). Short videos and text captions allow cognitive load to be

minimized, while situational content provides real context that reinforces understanding (Widodo, 2020).

- Reels are well suited to the microlearning approach - the material is delivered in small, focused portions, supporting learner retention and motivation. This is supported by Rosyidah & Harun's (2023) results regarding user engagement through the reels feature.

4. Relevance of Results to Basic Concepts

A. Digital Learning Context

Analysis shows that the strategies implemented are highly relevant to Contextual Learning theory, where learning occurs in a real context. The use of visual features, narrative videos and hands-on interaction aligns with Multimodal Learning theory and microlearning principles, which suggest presenting material in a concise, focused and accessible form.

B. Digital Learning Community

The findings also reinforce Connectivism theory, which emphasizes the importance of learning networks and collaboration in the digital era. The interaction between account managers and followers forms a learning ecosystem that is not only informative, but also builds users' confidence in using English.

5. Comparison with Previous Research

This study strengthens the results of Hidayati (2015) and Gunawan & Damanik (2022). However, unlike previous studies that focused more on user perceptions, this study provides a greater analysis of content structure and strategy, and the impact on user participation.

6. Deep Interpretation

Theoretically, the results of this study expand the understanding of the implementation of language learning strategies in social media platforms. It proves that contextual and multimodal approaches are capable of enhancing the effectiveness of informal learning, especially for self-taught learners.

Comments like “Thank you for this!” or follow-up questions show appreciation and curiosity. This signals emotional engagement, which supports intrinsic learning motivation. Analysis of comments constantly shows users repeating material that has already been delivered. Quizzes in stories also facilitate reinforcement of material such as Q&A. Reels make

the material feel relaxed and easy to digest, while captions provide deeper cognitive support. This combination has been found to be effective in improving comprehension, especially for vocabulary and pronunciation.

These results strengthen the argument that social platforms like Instagram are valid learning spaces if the strategies are adapted to multimodal, contextual and microlearning theories. Teachers and content creators should Use short video formats with text overlays, Include educational captions with phonetic explanations and usage examples, Utilize polls and quizzes to create engagement.

7. Implications of Research Results

Theoretically, the results of this study expand the understanding of the implementation of language learning strategies in social media platforms. It proves that contextual and multimodal approaches are capable of enhancing the effectiveness of informal learning, especially for self-taught learners.

In a practical context, these findings can serve as a reference for teachers, tutors, or educational content creators in designing interesting and relevant learning materials through digital platforms. The @englishbygiovana account can be used as a model for social media-based educational strategies that are structured, communicative, and adaptive to the learning needs of the digital generation.

5. KESIMPULAN DAN SARAN

This study concludes that the English learning strategy implemented by @englishbygiovana Instagram account has proven to be effective in delivering materials in a contextual, interesting, and accessible manner. The presentation of content through short videos, educational captions, and interactive features succeeded in increasing followers' engagement and motivation to learn informally. The active interaction between the account manager and the audience helped form a collaborative and supportive learning community, making the learning process more communicative and fun. The findings support the assumption that social media, if utilized purposefully and consistently, can be a learning alternative that is relevant to the learning style of the digital generation.

Although the results show the success of the strategy, the author realizes the limitations of the scope of observation which only covers one educational account within a certain period of time. Therefore, further research with a wider scope is needed, involving comparisons

between several similar educational accounts or measuring the direct impact on followers' language competence. The author recommends that educators, content creators, and educational institutions consider using social media as a complementary platform in learning, while still paying attention to the quality of content, consistency of delivery, and interactivity.

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