

**USERS' INTERACTIONS AND DELIBERATIONS FOR
KNOWLEDGE CONSTRUCTION IN INSTAGRAM ENGLISH
EDUCATIONAL CONTENTS: A CONTENT ANALYSIS**



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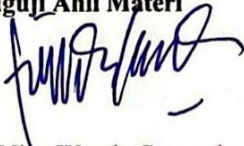
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ABSTRACT

Intan Cahyani Putri Priyanto. 2026. Users' Interactions and Deliberations for Knowledge Construction in Instagram English Educational Contents: A Content Analysis. *A Skripsi*. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Social media platforms have increasingly become sites for informal English language learning, offering a space for users to interact, negotiate, and create knowledge in a more flexible environment. This study explores the comment sections of English educational content on Instagram platform, focusing on the types of users' interactions and their knowledge construction analyzed through Language-Related Episodes (LRE). Using content analysis as the method of study, 52 comment threads, with each containing a minimum of three replies and comprising 335 individual comments were examined. Findings revealed eight types of users' interactions, with Elaboration (EL), Self-Reflection (SR), and Support (SP) emerging as the most frequent categories. In terms of users' deliberations across five language classifications: vocabulary, grammar, pronunciation, idiom, and discourse, Grammar-based and Lexis-based LREs were found with the most occurrences. The majority of these deliberations were correctly resolved, indicating most successful negotiation of language, whereas incorrectly resolved LREs were found with the least amount. These results suggest that Instagram comment sections function as collaborative informal learning environments, enabling users to exchange ideas on English-related topics through questioning, feedback, and clarification-seeking. This study also demonstrates a correlation between the variety of user interaction and active deliberation in the digital space, which influences the outcome of learning input and knowledge construction. Additionally, for formal learning, this study enables educators to integrate English educational contents into teaching activities in order to stimulate learners' prior knowledge of English, which can be further developed through classroom interactions.

Keywords: *comment section, English educational contents, Instagram, knowledge construction, language-related episodes (LREs), user interaction*

ABSTRAK

Intan Cahyani Putri Priyanto. 2026. Interaksi dan Deliberasi Pengguna untuk Konstruksi Pengetahuan pada Konten Edukasi Bahasa Inggris di Instagram: Analisis Konten. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Platform media sosial semakin menjadi wadah untuk pembelajaran bahasa Inggris secara informal, yang menawarkan ruang bagi pengguna untuk berinteraksi, bernegosiasi, dan membangun pengetahuan di lingkungan yang lebih fleksibel. Penelitian ini mengeksplorasi kolom komentar pada konten edukasi bahasa Inggris di platform Instagram sebagai ruang pembelajaran informal, dengan fokus pada jenis-jenis interaksi pengguna serta konstruksi pengetahuan mereka yang dianalisis melalui Episode Terkait Bahasa (LRE). Dengan menggunakan analisis konten sebagai metode penelitian, 52 utas komentar, yang masing-masing berisi minimal tiga balasan dan terdiri dari 335 komentar individu, diteliti pada studi ini. Temuan menunjukkan delapan jenis interaksi pengguna, dengan Elaborasi (EL), Refleksi Diri (SR), dan Dukungan (SP) muncul sebagai kategori yang paling sering terjadi. Dalam hal deliberasi pengguna melalui lima klasifikasi bahasa: kosakata, tata bahasa, pengucapan, ungkapan, dan wacana, kategori LRE Tata Bahasa dan LRE Kosakata ditemukan paling sering muncul. Sebagian besar diskusi ini diselesaikan dengan benar, yang menunjukkan keberhasilan pada negosiasi bahasa, sedangkan LRE yang diselesaikan tidak tepat ditemukan dengan jumlah paling sedikit. Hasil ini menunjukkan bahwa kolom komentar Instagram berfungsi sebagai lingkungan pembelajaran informal dan kolaboratif, yang memungkinkan pengguna untuk bertukar gagasan melalui pertanyaan, umpan balik, dan upaya mencari klarifikasi. Penelitian ini juga menunjukkan adanya korelasi antara ragam interaksi pengguna dan diskusi aktif di ruang digital, yang mempengaruhi hasil masukan pembelajaran dan konstruksi pengetahuan. Selain itu, untuk konteks pembelajaran formal, penelitian ini memungkinkan pendidik mengintegrasikan konten edukasi bahasa Inggris ke dalam kegiatan pembelajaran guna merangsang pengetahuan awal peserta didik tentang bahasa Inggris, yang selanjutnya dapat dikembangkan melalui interaksi di dalam kelas.

Kata kunci: episode terkait bahasa (LRE), Instagram, interaksi pengguna, kolom komentar, konstruksi pengetahuan, konten edukasi Bahasa Inggris

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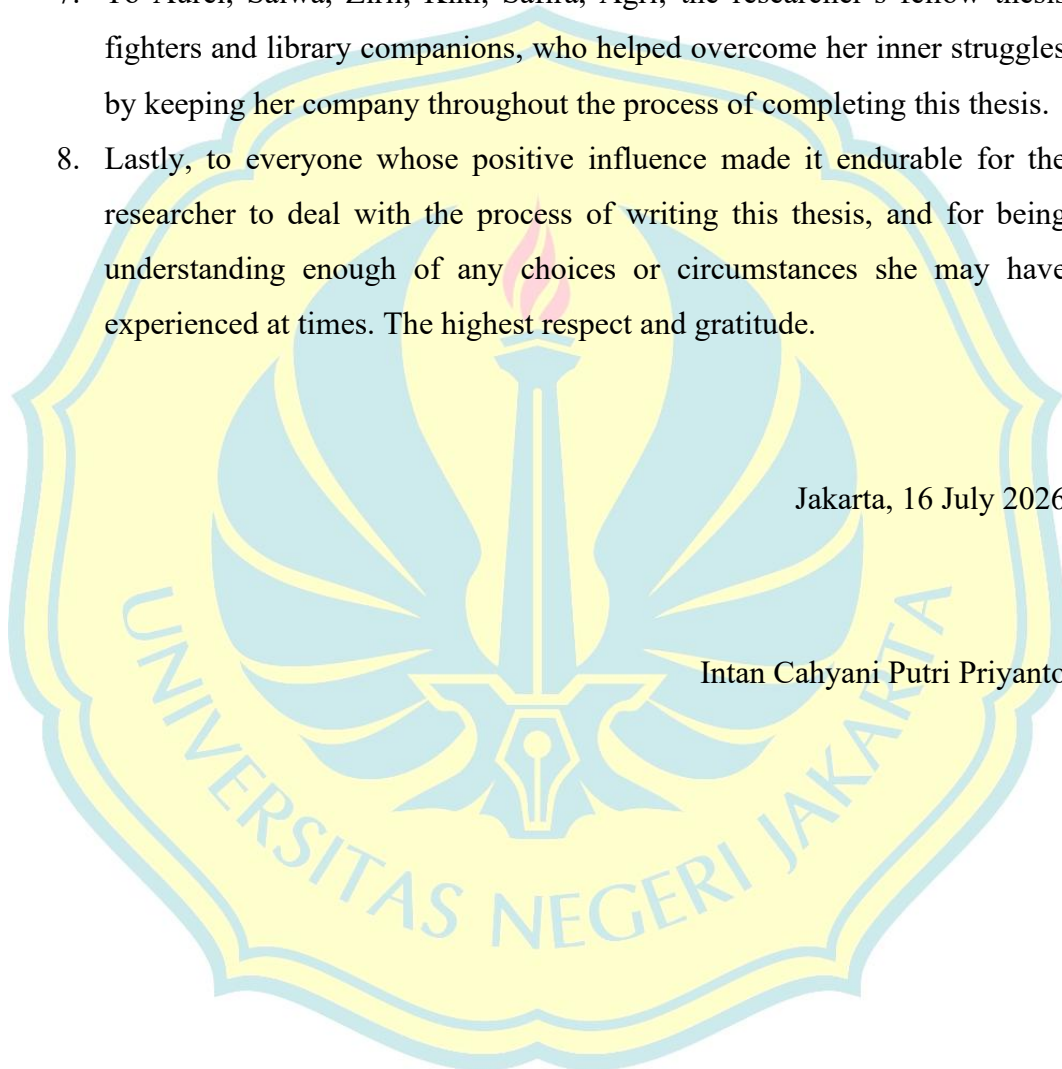


TABLE OF CONTENTS

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN ORISINALITAS.....	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Research Questions	6
1.3. Purpose of the Study.....	6
1.4. Scope of the Study.....	6
1.5. Significance of the Study	7
1.6. State of the Arts	8
CHAPTER II	9
LITERATURE REVIEW.....	9
2.1. Sociocultural Theory and Language Learning	9
2.1.1. The Concept of Sociocultural Theory.....	9
2.1.2. Deliberation about Language through Collaborative Activity	10
2.2. Knowledge Construction.....	11
2.2.1. The Concept of Knowledge Construction	11
2.2.2. The Process of Knowledge Construction.....	12
2.3. User Interaction	13
2.3.1. The Concept of User Interaction.....	13
2.3.2. Types of User Interaction in Live Chat Activities.....	14
2.4. Social Networking Sites	20

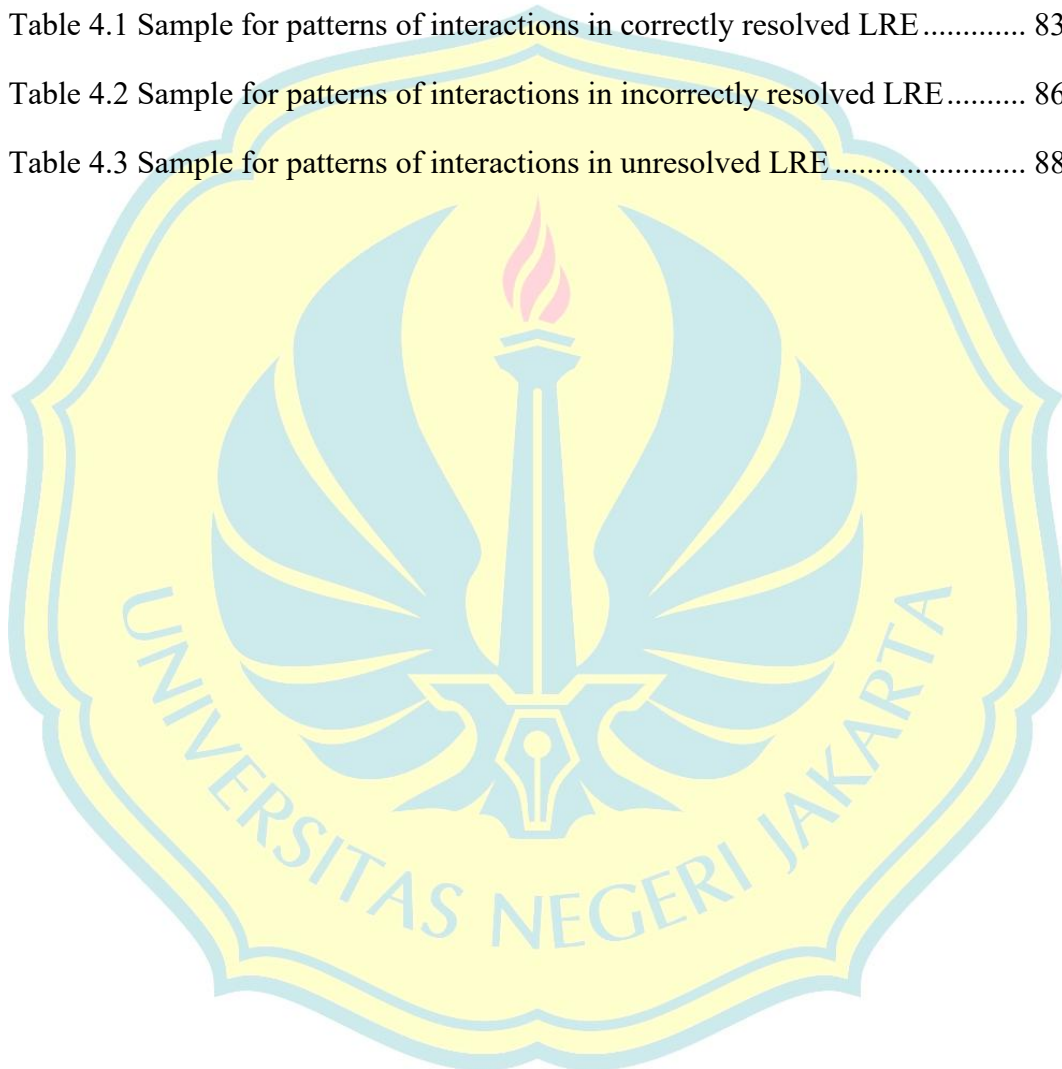
2.4.1. The Concept of Social Networking Sites.....	20
2.4.2. Social Networking Sites for Informal English Learning	21
2.5. Instagram: A Social Platform for Informal English Learning.....	22
2.5.1. Instagram Comment Section.....	22
2.5.2. Instagram English Educational Accounts	23
2.5.3. Instagram English Educational Contents	26
2.6. Previous Studies	28
2.7. Conceptual Framework	31
CHAPTER III	36
METHODOLOGY.....	36
3.1. Research Design	36
3.2. Research Material	37
3.3. Data Source and Data Collection	37
3.3.1. Data Source.....	37
3.3.2. Data Collection	37
3.4. Data Collection Procedure.....	38
3.5. Data Analysis Procedure	40
CHAPTER IV.....	42
FINDINGS AND DISCUSSIONS.....	42
4.1 Findings.....	42
4.1.1 Types of Users' Interactions in Instagram English Educational Contents	42
4.1.2 Deliberations about Language in Instagram English Educational Contents	55
4.1.3 Knowledge Construction from Instagram English Educational Contents	64
4.2 Discussions.....	70
4.2.1 Types of Users' Interactions in Instagram English Educational Contents	70
4.2.2 Deliberations about Language in Instagram English Educational Contents	77
4.2.3 Knowledge Construction from Instagram English Educational Contents	82

CHAPTER V	90
CONCLUSION AND RECOMMENDATION	90
5.1 Conclusion.....	90
5.2 Recommendation.....	92
REFERENCES.....	94
APPENDICES	107
ABOUT AUTHOR.....	157



LIST OF TABLES

Table 2.1 Example of analysis based on the sample data from @englishnesia.id	35
Table 3.1 Luo & Clifton's (2017) Coding for types of interactions	40
Table 3.2 Lasito & Storch's (2013) Coding for types of LRE classification.....	40
Table 3.3 Lasito & Storch's (2013) Coding for types of LRE resolution.....	40
Table 4.1 Sample for patterns of interactions in correctly resolved LRE	83
Table 4.2 Sample for patterns of interactions in incorrectly resolved LRE.....	86
Table 4.3 Sample for patterns of interactions in unresolved LRE	88



LIST OF FIGURES

Figure 2.1 Conceptual Framework of Interactions and Deliberations about Language in Instagram English Educational Contents.....	33
Figure 2.2 Example data of content and discussions on the comment section of @englishnesia.id	34
Figure 4.1 Distribution of Types of Interactions.....	42
Figure 4.1.1 Sample Data of Self-Reflection (Appendix Data 7)	43
Figure 4.1.2 Sample Data of Elaboration (Appendix Data 8)	45
Figure 4.1.3 Sample Data of Alternative Proposal (Appendix Data 3).....	46
Figure 4.1.4 Sample Data of Internalization (Appendix Data 15)	48
Figure 4.1.5 Sample Data of Support (Appendix Data 9)	50
Figure 4.1.6 Sample Data of Disagreement (Appendix Data 13).....	51
Figure 4.1.7 Sample Data of Self-Expression (Appendix Data 23)	53
Figure 4.1.8 Sample Data of Socialization (Appendix Data 16).....	55
Figure 4.2 Distribution of LRE Classification Types	56
Figure 4.2.1 Sample Data of Lexis-Based LRE (Appendix Data 20)	84
Figure 4.2.2 Sample Data of Grammar-Based LRE (Appendix Data 6).....	59
Figure 4.2.3 Sample Data of Pronunciation-Based LRE (Appendix Data 17)..	60
Figure 4.2.4 Sample Data of Idiom-Based LRE (Appendix Data 25).....	62
Figure 4.2.5 Sample Data of Discourse-Based LRE (Appendix Data 9)	63
Figure 4.3 Distribution of LRE Resolution Types	64
Figure 4.3.1 Sample Data of Correctly Resolved LRE (Appendix Data 2)	65
Figure 4.3.2 Sample Data of Incorrectly Resolved LRE (Appendix Data 36)..	67
Figure 4.3.3 Sample Data of Unresolved LRE (Appendix Data 13).....	68

LIST OF APPENDICES

Appendix 1 : Data analysis of @englishnesia.id.....	107
Appendix 2 : Data analysis of @jagobahasacom.....	116
Appendix 3 : Data analysis of @kampunginggrislc.....	124
Appendix 4 : Data analysis of @aarons.english	130
Appendix 5 : Data analysis of @annisavivi15.....	142
Appendix 6 : Data analysis of @zelynafah.....	149

