Conference e-Proceedings eISBN 978-967-2072-43-0

Physical & Online **-RoLE 2023** INTERNATIONAL CONFERENCE OF RESEARCH ON LANGUAGE EDUCATION 2023

EMBRACING CHANGE: EMANCIPATING THE LANDSCAPE **OF RESEARCH IN LINGUISTIC,** LANGUAGE AND LITERATURE

13 - 14 MARCH 2023 NOBLE RESORT HOTEL MELAKA MALAYSIA



ORGANISER Cawarigan Melaka INIVERSITI EKNOLOGI



CO ORGANISERS



UMS N

CONFERENCE MANAGER





Conference e-Proceedings International Conference of Research on Language Education 2023 e-ISBN: 978-967-2072-43-0

"Embracing Change: Emancipating the Landscape of Research in Linguistics, Language and Literature"

13-14 March 2023 Noble Resort Hotel, Melaka *Physical and Online Conference*









CONFERENCE MANAGER





EDITORIAL BOARD

Chairman

Dr. Ameiruel Azwan bin Ab Aziz Universiti Teknologi MARA

Committee Member

Fazlinda binti Hamzah Universiti Teknologi MARA

Mohd Azlan Shah bin Sharifudin Universiti Teknologi MARA

Dr. Amirah binti Mohd Juned Universiti Teknologi MARA

Coordinator

Zesdyzar Rokman WMIT Group Sdn Bhd

Rozielawati Rosli WMIT Group Sdn Bhd

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

The views and opinions expressed therein are those of the individual authors and any statements in this publication do not imply endorsement by the publisher or the editorial staff.



Publisher: Zes Rokman Resources (2131022-P) Bandar Baru Bangi, Selangor Darul Ehsan



Conference e-Proceedings International Conference of Research on Language Education 2023 e-ISBN: 978-967-2072-43-0

Table of Contents

No.	Title	Page Number
1.	Galaxy Tense A+: The Effectiveness of English Tenses Board Game Among	
	Tertiary Students	6
2.	Graphic Design Website: Exploring Market Needs for Services	14
3.	Beyond What Eye Saw	21
4.	Creative Writing: Through Her Eyes - Tales of The Heart	28
5.	Let's Play Phonetic Charades	34
6.	A Visual Novel Game on Social Anxiety	40
7.	Skin Care with Fisha: New Media Content Creation for Basic Skincare	10
	Education	48
8.	e-Book of Poem Collections	55
9.	Toodles: Flashcards for Children	61
10.	Digital Flashcards (Tenses)	68
11.	Investigating Students' Concerns on The Development of Masterly!	74
12.	Googly Eyes: A Game to Improve English Usage Among Teenagers	80
13.	Providing Subtitles for Malaysian YouTuber	86
14.	Read and Play: Improving Adolescent's Reading Skills Through Video	01
	Games	91
15.	Thoughts by Her Soul Bookmark	99
16.	The Comedy of Errors Simplified: "Egeon's 18Th Reasons Why"	105
17.	Oliver Green: Improving Homonyms Understanding Through Comics	112
18.	PWSP: Phonetic Word Search Puzzle Book	117
19.	Floriography	121
20.	A Preliminary Study on The Young Adult's Perception of Learning English	126
	Using the Website: Swifties Read	120
21.	A Place for Poets: An Online Poetry Recitation Series	133
22.	Say It Right with Ya	140
23.	Don't Touch My No-No Square	150
24.	Templatify: An E-Book Collection of Ecards Templates	158
25.	Short Story: Disease Takes Happiness Away	164
26.	Dusted Lines: A Compilation of Self-Written Poems	170
27.	'What's Your Philosophy?' An Edutaining Card Game	177
28.	Be Cool, Not Cruel	185
29.	Grammar Made Fun with TikTok	192
30.	Interactive Journaling as A Mental Health Coping Strategy for Youths	201
31.	Learned – Spoken: Manglish	212
32.	Lost in the Labyrinth of My Mind	218
33.	Translation of Abqorie's Fardhu Ain Module for Smart Tahfiz & Transit	225
	Abqorie	223
34.	Poetry for Us: Expressing Feelings Through Creative Writing	231
35.	Lyacomms' Proofreading and Editing Service	238

6



No.	Title	Page Number			
36.	The Effectiveness Of 'Master the Verbs' Instagram Flashcards Among Year Six Low Proficiency Level Students				
37.	My Malay Fables				
38.	Talking Story: eBooks to Improve Reading Comprehension Skills				
39.	Exploring Creative Writing as A Tool to Enhance Mental Health				
40.	Movie Moo				
41.	English Pitstop				
42.	Upin Ipin Reding Kit				
43.	Seventy-Two Beats a Second				
44.	Knowing Kristang				
45.	Creatorslation: The Role of Technology in Translation Service				
46.	Travel Guide as a Medium to Improve English Comprehensiveness				
47.	Posterlance	328			
48.	Crossfunctics	336			
49.	The Effectiveness of Board Games to Promote Student Attention and Enjoyment in English Subject	342			
50.	The Use of e-Books and Social Media in Introducing Malaysian Folklores Among Children	352			
51.	Creepypodcast YouTube Channel	357			
52.	Mastermind': English Board Game	363			
53.	한국어 In Melayu!	369			
54.	Triple P with Sang Kancil: Pronunciation, Phonetics, and Playbook	376			
55.	"So, She Reads" Book Blog	383			
56.	Abbyfication: A Grammar-Based Word Game	389			
57.	Klick! A Content Writing Service	396			
58.	The Love Levanter Podcast	403			
59.	Let's Talk Feelings Podcast	409			
60.	Grafixmoon: Poster Designing Service	415			
61.	The Circle of Life	422			
62.	Hops the Dwarf	430			
63.	Malay Corner: Learning Malay Through Discord	435			
64.	Movie: This and That	441			
65.	Phone the Phonetics: Phonetic Flashcards	449			
66.	And What If?	455			
67.	Interrupted: Life in A Podcast	458			
68.	@Phoneticisfun	463			
69.	Culinary and Creative Writing: When Two Worlds Collide	468			
70.	Talk in Senses	473			
71.	Piano Pleasure Course	480			
72.	Step by Step: A Motivational Instagram Account	486			
73.	Figurative Language! An Educational Autobiography	492			
74.	Of Power, Devotion and Betrayal: A Collection of Malaysian Princesses' Folklores	499			
75.	Tell Me, How's Everything? An Anthology of Poems to Increase the Understanding of Figurative Language	505			

4



Page No. Title Number 513 76. Oh, Lendu Youth Living the Hard Life 520 77. Mirror, Mirror, on the Wall, Who Is the Best of Us All? 528 78. Beyond the Crowded Space: The Use of Podcast in Improving Psychological 79. 535 Well-Being Samdil: Same Music, Different Language 80. 541 Bejalai: A YouTube Journey 547 81. Mind Your Language 552 82. Pop Music Podcast: A Bop or A Flop? 83. 560 Exploring The English Language Teachers' Beliefs And Practices In 84. Implementing CEFR-Aligned Formative Assessment In Malaysian Primary 570 Schools 85. Pencapaian Ucapan Bayi Sejak Lahir Hingga Dua Belas Bulan 575 Mengkaji Makna Bahasa Lukisan Kanak - Kanak Muda Usia 0-3 Tahun 585 86. 87. Penelitian Terhadap Kesediaan, Motivasi Dan Faktor Persekitaran Murid Bukan Penutur Natif Terhadap Pembelajaran Dan Pemudahcaraan Karangan 599 Respon Terbuka Di Sekolah Antarabangsa Kuala Lumpur Pengaruh Bahasa Ibunda Dalam Kalangan Murid Bukan Melayu Tahun 5 88. 610 Semasa Menulis Karangan: Satu Kajian Kes Meningkatkan Penguasaan Penulisan Karangan Naratif Murid Tahun 6 89. 619 Menggunakan Kit Ikan Karang Pengaruh Dialek Kedah Terhadap Fonetik Dan Leksikal Kata Soal Pelajar 90. 633 Pismp: Satu Kajian Kes Tahap Pengetahuan Guru Pelatih Mempengaruhi Kekerapan Pelaksanaan 91. Kemahiran Berfikir Aras Tinggi (Kbat) Dalam Pengajaran Dan Pembelajaran 643 Subjek Bahasa Melayu



SAY IT RIGHT WITH YA

Putri Farra Atiqa Mohd Zaki¹, *Siti Zuraina Gafar@Abd Ghaffar²

^{1,2} Academy of Language Studies, Universiti Teknologi MARA Cawangan Melaka

¹zuraina822@uitm.edu.my

²2020471408@student.uitm.edu.my *Corresponding Author

ABSTRACT:

Pronunciation errors in certain English words have been imminent among Malaysians due to assimilation. This phenomenon could be seen in the daily conversations of university students. The creation of *Say it Right with Ya* revolves around correcting commonly mispronounced English words made by Malaysians, specifically university students through Instagram. Presently, social media has become a platform for students to gain new knowledge in an interactive manner, as opposed to the traditional way of only learning within their classrooms. Numerous social media platforms have been used by educators to teach students, including Instagram. A verbal interview was conducted to observe how university students pronounce certain English words and it was noted that most participants made pronunciation errors during the interview. Multiple feedback received also showed that many young people did not realise that they were mispronouncing certain words wrongly and the Instagram account created helped them to correct their mistakes. This research was able to conclude that correcting mispronunciation among students could be done using social media, namely Instagram.

Keywords: Correcting mispronunciation, Instagram, pronunciation errors, students.

1. INTRODUCTION

Having spent two years in Universiti Teknologi MARA (UiTM) Cawangan Melaka and socialising with students from other campuses, it is a normal occurrence for tertiary students to use English in their daily conversations. This is because the British government had previously colonised Malaysia and English had formerly served as the primary language of communication in the nation. However, once Malaysia attained independence in 1957, English was reduced to the status of a second language (Lee, 2015). Lee (2015) also mentioned that since gaining its independence, Malaysia's English has developed into what is today referred to as modern Malaysian English. Due to assimilation, Malaysian English deviates from Standard English in terms of the sound of some vowels, which causes pronunciation issues (Kamarudin & Kamal, 2021). Researchers have noted that there has been some normalisation of pronunciation errors during the years of conversing with university students. Consequently, several students frequently mispronounce various English words without realising it since they are used to hearing incorrect English pronunciation from other people. This could lead to fossilisation, the process by which inaccurate language becomes rooted and difficult to rectify. Hassan et al. (2021) mentioned elements that contribute to fossilisation include the behaviours of imitation, mishearing, and mispronouncing. Being a student of Diploma in English for Professional Communication, the researcher felt encouraged to take the initiative to correct the pronunciation errors made in others' daily conversations. Say it Right with Ya, an



Instagram account dedicated to correcting commonly mispronounced English words among young people in Malaysia, primarily university students, was founded as a result of this. As a start, the primary audience for this account will be mainly university students.

The global population's use of digital technologies increased enormously as a result of the COVID-19 pandemic breakout, beyond anyone's wildest expectations (Al-Rahmi et al.,2021). On account of that, social media platforms have been widely used as a form of communication, which includes teaching and learning. According to Chawinga (2017), due to its interactivity, a social media platform would be a better medium for virtual classes. Social media not only makes it more convenient for educators to communicate, it also enhances active learning and student-centered learning (Alamri et al., 2020). In accordance with the Internet Users Survey 2020, 88% of Instagram users in Malaysia are under the age of 39 (Malaysian Communications and Multimedia Commission, 2020). This illustrates the widespread use of Instagram among young people in Malaysia. A study based in Indonesia conducted by Lailiyah and Setiyaningsih (2020) also found that according to an analysis of the data they received, students had favourable perceptions toward the use of social media, particularly Instagram, for language learning. Aside from that, the students concur that Instagram helps to motivate them to learn English, according to results of one of the questionnaires they provided. These findings proved that utilising Instagram can be an effective tool to correct pronunciation errors made by university students.

1.1. Project Objective / Purpose

The purpose of this project is to correct pronunciation errors frequently made by university students in their daily conversations. As mentioned by Asikin and Ibrahim (2020), correctly pronouncing English words will assist students in improving their communication skills. English conversational fluency is crucial for employability, particularly in the age of globalisation (Mustafa, 2018). Therefore, the inability to speak English smoothly without errors could lessen their employability as English proficiency is a criteria that employers seek for. Being able to pronounce English words correctly will boost their confidence as well as avoid miscommunication. Although mispronunciation may seem like a minor issue for some people, it should be addressed as it could affect them in the future. In agreement with Hassan et al. (2021), though difficulties faced by non-native speakers in pronouncing various words correctly are respectfully acknowledged, there is a worry that such practise would eventually lead to fossilisation.

A research conducted by Pratiwi et al. (2021) to study the effectivity of social media, particularly TikTok, in learning English pronunciation concluded that the TikTok application, which has numerous advantages and is excellent in assisting students and teachers in teaching and learning activities in the twenty-first century, can be utilised as a medium for pronunciation learning in English. However, the researchers choose to use the Instagram platform for this project rather than TikTok, which has fewer application functionalities. Using Instagram will attract more people to visit the page to improve their pronunciation due to the application being highly accessible and frequently used primarily by young people. Mahmudah & Ardi (2020) in their article mentioned several Instagram accounts that managed to draw a lot of interest from Instagram users, as evidenced by the vast amount of followers on these accounts in which the concept of their postings is sharing English educational content such as grammar, pronunciation, speaking exercises, quizzes, and challenges. This shows that a lot of users are keen to develop their English skills through Instagram when they are presented with informative and interactive educational contents.



1.2. Entrepreneurial Opportunities

Say it Right with Ya is used as a platform to correct mispronunciation; however, it also has the potential to generate income. By being an interactive account where students can visit to improve their English, many students can be attracted to follow the account to keep up with the content updates. Hence, when the number of followers starts to grow, the platform can be used to advertise other people's products. A rising amount of academic research demonstrates the effectiveness of influencers as a tool for advertising, which is why social media platforms are used as product endorsers more frequently (Janssen, Schouten & Croes, 2022). On Instagram, there is a feature that allows users to release a post that will stay on the account for 24 hours named Instagram Story. This feature can later be used to promote people's products to generate some income in the future. This service can be used by anyone that needs more exposure on their product with a fee of RM3 per Instagram Story post.

However, this fee can be increased as the sum of followers expand. In addition, as the number of followers grows in the future, the opportunity to conduct classes to teach the followers how to improve their conversational skills may arise. These sessions can assist students to improve their presentation abilities in addition to correcting their pronunciation, allowing the researchers to put the knowledge learned from the course Diploma in English for Professional Communication to work.

2. METHODOLOGY

The Say it Right with Ya Instagram page contains commonly mispronounced words, videos to demonstrate the correct way of pronouncing those words, phonetic transcriptions, and definitions of those words to promote more understanding. The words that have been chosen to be posted on the account are categorised as 'commonly mispronounced words' based on our observations. A standard template was then created for the frequently mispronounced words to be posted as shown below:



Example of images containing frequently mispronounced words

Instagram provides a function that enables users to post numerous pieces of media at once in which as a result a video and an image can be posted simultaneously. Users who come across the postings will first see the above media as a 'cover page', where they can swipe to the



following media to view a video demonstration of how to pronounce the words correctly. The video is started by greeting the audience, introducing the researcher, and stating the objective, which is to correct commonly mispronounced English words among Malaysians. Then it is proceeded to ask how the viewer would pronounce a word and give multiple options on how it could be pronounced where the options consist of how people usually mispronounce it as well as the actual pronunciation. The viewers were given a few seconds to choose the option that they think is the right one, like a mini quiz, and only then the correct pronunciation were demonstrated. To provide more in-depth understanding, a sample sentence is included so that the viewers know how to use the word in their daily conversations. Snapshots of one of the videos are shown below to illustrate:





The correct pronunciation and transcription

Options for the audience to pick from



Sample sentence

For this project, 30 students from UiTM Alor Gajah were interviewed to observe whether they are able to pronounce five English words that are frequently pronounced incorrectly. The five words that were selected are: swap, Wednesday, steak, salmon, and waffle. They were asked to pronounce these words the way that they usually would in their daily conversations. After they



were done pronouncing these words, they were then shown the Instagram account, *Say it Right with Ya*, for them to check whether they pronounced those words accurately. After three questions were asked to obtain their opinion regarding the effectiveness of the account as well as useful feedback for improvement in the future. The three questions asked are:

- i. Do you think *Say it Right with Ya* was helpful for you to know correct pronunciations for some English words?
- ii. Do you wish for there to be more words posted on the account so you can know the correct pronunciation for more words?
- iii. Is there anything that you would like me to fix regarding the account?

3. RESULTS AND DISCUSSION

3.1. Students Pronunciation of Commonly Mispronounced Words

An interview was conducted with 30 students from UiTM Alor Gajah to observe their pronunciation of five English words that are frequently mispronounced among Malaysians, namely 'swap', 'Wednesday', 'steak', 'salmon', and 'waffle'. The table below will show the number of students that pronounced the given words correctly.

Word	swap /swap/	2	steak /steık/	salmon /ˈsæmən/	waffle /ˈwɑfəl/
Correct pronunciation	7	1	3	5	3

Table 1: The Number of Students Who Pronounced the Words Correctly

Based on the table above, 76.67% of students pronounced the word 'swap' wrongly. Most of them articulated 'swap' as /swep/ instead of /swap/. Next, only one student (3.33%) pronounced the word 'Wednesday' accurately, hence a total of 96.67% students made a pronunciation error. From the interview, it was observed that some students pronounce the word 'Wednesday' as /wet'nesdei/ or /wenesdei/ rather than /'wenz_dei/. For the third word on the list which was 'steak', 90% of the interviewees pronounced the word as /stik/ as opposed to the correct pronunciation: /steik/. Subsequently, 83.33% of the respondents pronounced 'salmon' in an incorrect manner where they stress on the L letter (/sel'mən/) which was supposed to be silent. Finally, only three out of the 30 interviewees (10%) pronounced the word 'waffle' as /wetfal/ or /weifar/ when it should be /'wafal/.

3.2 Feedback from Students

There were three questions that were asked during the interview to receive the respondents' opinions and feedback. The first question was 'Do you think *Say it Right with Ya* was helpful for you to know the correct pronunciations for some English words?' and 100% of the participants said the Instagram account was useful. 6 out of 30 respondents also added that it was helpful because they did not realise they have been pronouncing certain words wrongly. Next, the second question that was asked to the participants was 'Do you wish for there to be more words posted on the account so you can know the correct pronunciation for more words?' and all of the interviewees answered 'Yes', indicating that they were interested in more



content. Lastly, the final question was asked to see if the participants would like to suggest any improvements that should be made on the account. To the question 'Is there anything that you would like me to fix regarding the account?', most of the participants answered 'No' while two out of 30 respondents gave their suggestions. One of them suggested that to reveal the correct pronunciation of every word, the researcher should repeat the words thrice instead of only twice. She said that this could assist her to hear the pronunciation more clearly. The other participant suggested that the researchers move the page to TikTok as she feels that by doing this, the videos could gain more traction due to the algorithm on said application.

Apart from the feedback obtained from conducting the interview, comments were also left on the *Say it Right with Ya* Instagram page by its visitors expressing how the videos helped them in knowing the accurate manner to pronounce certain English words. Some of the comments are as shown below:



Figure 1: Comments left on the video of how to correctly pronounce the word 'health'



Figure 2: Comments left on the video of how to correctly pronounce the word 'pause'



Comments :
Swittightwithya What is the correct way to fonounce the word 'cleanser'? Slide to watch be video to hear the correct pronunciation!
Cleanser /kienza/ – noun
Definition:
a wibstance that cleanses something, especially a cosmetic product for cleansing the size.
a v Edited
franyusair very informative!!
Y Bely

13-14 March 2023 • Noble Resort Hotel, Melaka

International Conference of Research on Language Education 2023

No. 50 - rolling in

Conference e-Proceedings

Figure 3: Comment left on the video of how to correctly pronounce the word 'cleanser'



Figure 4: Comment left on the video of how to correctly pronounce the word 'swap'



Figure 5: Comment left on the video of how to correctly pronounce the word 'library'





Figure 6: Comments left on the video of how to correctly pronounce the word 'steak'

4. CONCLUSION

In conclusion, the intent to rectify mispronunciation that often occurs around university students can be executed effectively through social media, namely Instagram. Creating engaging content to spread linguistic knowledge could attract social media users to learn from their mistakes and improve. *Say it Right with Ya* was able to receive attention from youngsters, especially university students by posting videos on how to pronounce English words accurately while also providing sample sentences as well as definitions on an application that they are familiar with. Despite there being nothing wrong with sounding native when speaking a foreign language, the normalisation of mispronunciation could result in fossilisation which should be avoided. However, using Instagram could be effective in correcting mispronunciation, still not everybody is familiar with this social platform, especially those from the older generation. Future researchers could decide to use an application that is more widely used by users of all ages in order to gain more followers and visitor

ACKNOWLEDGEMENT

In the Name of Allah, the Most Merciful, the Most Compassionate, Alhamdulillah all praises belong to Almighty Allah, the Lord of the worlds and prayers and peace be upon Muhammad, His servant and messenger. Without the strength that Allah SWT has granted me, I would not have been able to complete this project. Additionally, I want to thank Miss Siti Zuraina Gafar@Abd Ghaffar, my supervisor and corresponding author, for her unwavering support, inspiration, and guidance. She gave me the information and resources I needed to finish my task successfully. When I encountered mental blocks and became stuck on my project, Miss Siti Zuraina helped me by sharing her previous experience, which sparked my motivation and greatly contributed to the development of my ideas.

I would also like to express my gratitude towards my family, friends, and seniors for the emotional support they have provided me when I felt unmotivated. Not only that, they also helped me in gaining more followers on the Instagram account which helped me



tremendously. Next, I would like to dedicate many thanks to the participants of my interview that allowed me to measure the usefulness of my project which encourages me to continue making more content in order to assist more Malaysians to become better English speakers.

Furthermore, I would like to thank Akademi Pengajian Bahasa, UiTM Cawangan Melaka Kampus Alor Gajah for providing the opportunity to execute this project that trained me to be more creative, disciplined, and have the mindset of an entrepreneur. I have always had the vision to contribute to society, and with the knowledge that I gained by being a student of Diploma in English for Professional Communication, I was able to do just that by creating *Say it Right with Ya*.

Last but not least, I am eternally grateful for the Instagram users that visited the Instagram page, shared the page around, as well as leaving comments that really motivated me to continue with this project. Without these people, *Say it Right with Ya* would not have been successful

REFERENCES

- Alamri, M.M.; Almaiah, M.A.; Al-Rahmi, W.M (2020). The Role of Compatibility and Task-Technology Fit (TTF): On Social Networking Applications (SNAs) Usage as Sustainability in Higher Education. IEEE Access 2020, 8, 161668–161681. <u>https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=9186601</u>
- Al-Rahmi, A. M., Shamsuddin, A., Alturki, U., Aldraiweesh, A., Yusof, F. M., Al-Rahmi, W. M., & Aljeraiwi, A. A. (2021). The Influence of Information System Success and Technology Acceptance Model on Social Media Factors in Education. Sustainability, 13(14), 7770. MDPI AG. <u>http://dx.doi.org/10.3390/su13147770</u>
- Asikin, N. M., & Ibrahim, N. A. (2020, December 30). Challenges in Teaching Pronunciation in Malaysian Secondary Schools: Novice Teacher's Perspective. View of challenges in teaching pronunciation in Malaysian secondary schools: Novice teacher's perspective. <u>https://journals.utm.my/lsp/article/view/16349/7574</u>
- Chawinga, W.D. Taking social media to a university classroom: Teaching and learning using Twitter and blogs. Int. J. Educ. Technol. High. Educ. 2017, 14, 3. <u>https://www.researchgate.net/publication/312934097 Taking social media to a uni</u> <u>versity_classroom teaching and learning using Twitter and blogs</u>
- Communications and Multimedia Commission. (2020). Internet users survey 2020. https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/IUS-2020-Report.pdf
- Hassan , N. A. S. A., Ismail, W. N. F. W., Zaidi, N. N. A., & Hasman, N. H. (2021, June). MALAYSIAN PRONUNCIATION: IS IT WRONG TO SOUND MALAYSIAN? Voice of Academia, Academic Series of Universiti Teknologi MARA Kedah, 2021 Volume 17 Issue 2. <u>https://ir.uitm.edu.my/id/eprint/50666/1/50666.pdf</u>
- Kamarudin, N. I., & Kamal, M. A. A. (2021). Mispronunciation of English Monophthong and Diphthong among Malay Native Speakers. International Journal of Academic Research in Business and Social Sciences, 11(10), 814–822. https://pdfs.semanticscholar.org/df5c/d404a453371c0615a736f74684385c51e738.pdf
- Lee, Z. E. (2015). Colloquial Malaysian English (CMalE): A problem or a cool phenomenon? Repositori Universitat Jaume I. <u>https://repositori.uji.es/xmlui/bitstream/handle/10234/127527/TFM_Lee_Zhia_Ee.pdf</u> <u>?sequence=1</u>
- Lailiyah, M., & Setiyaningsih, L. (2020). Students' perception of online communication language learning through Instagram. EnJourMe (English Journal Of Merdeka) : Culture, Language, And Teaching Of English, 5(2), 188-195. <u>https://www.researchgate.net/publication/348230781 Students' perception of online</u>



_communication_language_learning_through_Instagram

- Mahmudah, R., & Ardi, H. (2020, March 11). The use of Instagram platform toward junior high school students' speaking ability. The Use of Instagram Platform Toward Junior High School Students' Speaking Ability | Atlantis Press. https://dx.doi.org/10.2991/assehr.k.200306.061
- Mustafa Z. (2018, July 11). Proficient way to be better English. *New Straits Times*. https://www.nst.com.my/education/2018/07/389562/proficient-way-better-english
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021). Utilizing TIKTOK application as media for learning English pronunciation. International Conference on Education of Suryakancana (IConnects Proceedings). <u>https://jurnal.unsur.ac.id/cp/article/view/1374</u>