Exploring Instagram Reels' Influence on English Learners' Motivation and British Accent Speaking Skills

Chaerunnissa Chaerunnissa[1], Zul Astri[1*], Nurul Imansari[2]

[1]*Universitas Muslim Maros, Indonesia*
[2]*Coventry University, United Kingdom*

Corresponding Author: zulastri@gmail.com

ARTICLE INFO	ABSTRACT
	This exploratory qualitative study examines how Instagram Reels content influences English learners' motivation and perceived speaking skill development in British accent acquisition. Conducted between November and December 2023, the research involved semi-structured interviews with two Indonesian followers of Zelina Fahrani, a content creator with over one million followers specializing in British accent pronunciation videos. Data were collected through online interviews via Instagram and WhatsApp, supplemented by systematic observation of Reels content and engagement metrics. Thematic analysis revealed six key themes: digital content as motivational catalyst, spontaneous imitative practice behavior, thematic relevance and personal interest alignment, aesthetic appeal of British accents, enhanced self-efficacy and speaking confidence, and expanded metalinguistic awareness. Both participants reported heightened learning enthusiasm, particularly due to culturally relevant content themes such as Harry Potter references, increased practice frequency, greater confidence in English speaking, and improved awareness of accent variations. However, all findings were self-reported without objective verification, and the small sample size significantly limits generalizability. This preliminary investigation suggests that engaging, theme-based short-form video content on social media platforms may serve as supplementary motivational tools for informal accent learning, warranting further research with larger samples, diverse participant demographics, and objective assessment measures to validate these exploratory findings.

INTRODUCTION

Speaking proficiency remains one of the most critical yet challenging skills in English language learning, as it serves as the primary indicator of communicative competence in real-world interactions (Leong & Ahmadi, 2017; Rao, 2019). Many English as a Foreign Language (EFL) learners struggle with oral production due to limited vocabulary, difficulties in spontaneous idea expression, and psychological barriers such as anxiety and fear of making mistakes (L. Sari & Lestari, 2019). These challenges are further compounded by pronunciation complexities, particularly when learners attempt to master specific accent varieties such as British English, which features distinct intonation patterns, vowel sounds, and stress mechanisms that differ significantly from other English varieties (Nurismi et al., 2020). Beyond linguistic factors, motivation plays a crucial role in determining learners' persistence and success in developing speaking skills, as it directly influences their willingness to engage in practice and overcome communication apprehension (Kafryawan, 2019; I. Sari, 2018).

The digital revolution has transformed language learning landscapes, with social media platforms emerging as accessible and engaging resources for language acquisition. Instagram, with its 116.16 million users in Indonesia alone based on Napoleon Cat data, has become particularly influential among younger learners (Saputra & Rasyid, 2024). Recent studies have demonstrated social media's positive impact on various aspects of English learning. Ariantini et al. (2021) documented how social media integration supports vocabulary, grammar, and pronunciation development, while Krisdianata and Ena (2022) found that Instagram

vlogs effectively enhanced students' vocabulary acquisition. Similarly, Cadatty et al. (2025) established correlations between positive perceptions of social media and improved learning motivation and outcomes. Resyadi (2020) identified "teachergrams" as effective platforms for delivering English materials, and Bestari et al. (2021) explored linguistic variations between British and American English in students' Instagram accounts. Furthermore, Ninsiana and Pakaya (2024) reported significant improvements in speaking ability, with student performance increasing from 53.6% to 81.8% after utilizing social media video content, attributing this success to the combination of visual and audio elements that enhance engagement.

Despite these promising findings, substantial gaps remain in the literature. Existing research has primarily focused on general English learning through social media or accent studies conducted in traditional classroom settings and through feature-length films (Nurismi et al., 2020). No previous studies have specifically examined how short-form video content, particularly Instagram Reels, influences learners' motivation to acquire specific accent varieties such as British English. The rising popularity of Reels of younger generation regularly consuming short-form video content (Malik et al., 2025), represents an underexplored phenomenon in language learning research. Moreover, while previous studies have documented general improvements in speaking skills through social media, the specific mechanisms by which influencer-created accent content affects both intrinsic and extrinsic motivation remain unclear. This gap is particularly significant given the pedagogical shift toward authentic, learner-centered materials that align with digital natives' consumption preferences.

This exploratory study addresses these gaps by investigating how Instagram Reels created by Zelina Fahrani, a prominent Indonesian content creator with over one million followers, influences English learners' motivation and perceived development of British accent speaking skills. Understanding this phenomenon is increasingly important as educators seek to integrate informal digital learning resources into language pedagogy (Mayer et al., 2005), and as learners increasingly turn to social media for self-directed language learning outside formal educational contexts. By examining learner experiences with accent-focused short-form content, this research contributes to the growing body of knowledge on digital informal language learning and provides insights into how social media platforms can serve as supplementary motivational tools in EFL contexts. This study seeks to answer two research questions: (1) How does exposure to Zelina Fahrani's Instagram Reels content influence English learners' motivation to improve their speaking skills, particularly in British accent acquisition? (2) What perceived changes in speaking ability and confidence do learners report after engaging with British accent-focused Instagram Reels content?

METHODS

Research Design

This study employed an exploratory qualitative case study design to investigate how Instagram Reels content influences English learners' motivation and perceived speaking skill development in British accent acquisition. An exploratory approach was deemed appropriate given the limited existing research on short-form social media video content as an informal language learning tool (Creswell & Poth, 2018). Qualitative methodology enabled in-depth examination of learners' lived experiences, perceptions, and self-reported behavioral changes through detailed narrative data (Fadli, 2021). This design allowed the researchers to capture nuanced insights into motivational factors and learning processes that quantitative measures alone could not adequately address, particularly in understanding how and why learners engage with digital content for accent learning purposes.

Research Context and Content Analysis

The study focused on Instagram Reels content created by Zelina Fahrani (@zelynafah), an Indonesian content creator with over one million followers who specializes in British accent pronunciation videos. The research was conducted over two months, from November through December 2023. During this period, the researchers systematically observed and analyzed Reels posted on Zelina Fahrani's account, documenting content themes, presentation styles, engagement metrics (views, likes, comments, and shares), and pedagogical approaches employed in the videos. This contextual analysis provided essential background for understanding the specific content features that participants referenced during interviews.

Participants and Sampling

Participants were recruited through purposive sampling based on specific inclusion criteria: (1) active followers of Zelina Fahrani's Instagram account, (2) demonstrated interest in British accent learning as

evidenced by engagement with relevant Reels content, (3) willingness to participate in online interviews, and (4) availability during the research period. Two Indonesian English learners agreed to participate and provided informed consent. While this sample size is small and represents a significant limitation, it aligns with exploratory case study conventions where depth of inquiry takes precedence over breadth (Yin, 2018). The first participant, referred to by pseudonym SF, was interviewed primarily through Instagram video call. The second participant, who chose the pseudonym Wafe, was interviewed via WhatsApp voice calls and text messages. Both participants requested anonymity and declined to have their faces shown in any documentation. Their demographic details, English proficiency levels, and learning backgrounds were not systematically recorded, an acknowledged limitation that should be addressed in future research.

Data Collection Procedures

Data collection involved two complementary methods: (1) Semi-Structured Interviews, the primary data source consisted of in-depth, semi-structured interviews conducted remotely through Instagram and WhatsApp platforms. Initial contact was established through Instagram direct messages, where the researchers introduced themselves, explained the research purpose, and invited potential participants to contribute. Upon receiving affirmative responses, researchers coordinated suitable interview times and transitioned to WhatsApp for more sustained communication. Interview sessions lasted between 30 to 45 minutes each and were audio-recorded with explicit participant permission. The interview protocol included open-ended questions exploring: (a) participants' motivations for following Zelina Fahrani's account; (b) their engagement patterns with Reels content; (c) perceived influences on their English learning motivation; (d) self-reported changes in speaking practice frequency; (e) confidence levels in speaking English; and (f) awareness of accent variations. Follow-up questions were employed to elicit elaboration and clarification of responses. Interviews were conducted in a mixture of Indonesian and English, depending on participant comfort levels, and were later transcribed verbatim. (2) Content Observation, researchers conducted systematic observation of Zelina Fahrani's Instagram Reels posted during the study period. Observation notes documented video themes, linguistic features highlighted, pedagogical strategies employed, production quality, and audience engagement metrics. This observational data provided contextual information that informed interview question development and helped interpret participant responses regarding specific content elements.

Data Analysis

Interview transcripts underwent thematic analysis following Braun and Clarke's (2006) six-phase framework. First, researchers familiarized themselves with the data through repeated reading of transcripts while noting initial impressions. Second, initial codes were generated systematically across the entire dataset, identifying features relevant to the research questions. Coding focused on segments where participants discussed motivation, practice behaviors, confidence, and perceived skill development. Third, codes were collated into potential themes by grouping related codes into broader patterns of meaning. Fourth, themes were reviewed against coded extracts and the entire dataset to ensure internal coherence and distinctiveness. Fifth, themes were defined and named to capture their essence clearly. Finally, the analysis was written up, selecting compelling extract examples to illustrate each theme. Two researchers independently coded a portion of the transcripts to enhance trustworthiness, though formal inter-rater reliability statistics were not calculated—representing another limitation. Discrepancies were resolved through discussion until consensus was reached.

FINDINGS

The thematic analysis of interview data yielded six interconnected themes that illuminate how Instagram Reels content influences English learners' motivation and perceived speaking skill development. These themes emerged from systematic coding of participant narratives and are presented below with supporting evidence from interview excerpts.

Table 1. Thematic Analysis Summary

Theme	Sub-codes	Participant	Supporting Evidence (Original Language)	English Translation
Digital Content as Motivational Catalyst	Explicit motivation statement	SF	"Iyah, lebih termotivasi sih."	"Yes, I feel more motivated."

	Inspirational influence	Wafe	"Bisa memotivasi dan menginspirasi dari orang lain untuk improve bahasa Inggrisnya."	"It can motivate and inspire others to improve their English."
Spontaneous Imitative Practice	Automatic mimicry	SF	"Kalau setiap kali liat kontennya itu pasti jadi ikut-ikutan ngomong."	"Every time I see the content, I definitely end up mimicking the speech."
	Increased practice frequency	Wafe	"Lebih practice, always practice everyday, every moment... karena termotivasi untuk belajar British accent."	"More practice, always practice every day, every moment... because I'm motivated to learn British accent."
Thematic Relevance	Personal interest alignment	SF	"Karna dia juga bawanya kan tema Harry Potter... ya tertarik karna itu."	"Because she also uses Harry Potter themes... so I'm interested because of that."
Aesthetic Appeal	Perceived uniqueness	Wafe	"Karna unik jadi kita bisa terus semangat belajar untuk belajar bahasa Inggris kak."	"Because it's unique, so we can continue to be enthusiastic about learning English."
Enhanced Confidence	Modest improvement	SF	"Ada sih. Cuman yah walaupun sedikit... saya jadi tau bedanya aksen British sama American."	"There is [improvement]. But although it's little... I now know the difference between British and American accents."
	Increased speaking confidence	Wafe	"Lebih percaya diri untuk bahasa Inggris wafe."	"More confident for Wafe's English."
	Self-assessed improvement	Wafe	"Lebih improve bahasa Inggris wafe."	"Wafe's English has improved more."
Metalinguistic Awareness	Accent variation recognition	Wafe	"Lebih tahu lagi beberapa aksen dalam bahasa Inggris."	"Know more about several accents in English."
	Renewed learning inspiration	Wafe	"Gara-gara kak Zelina ini, wafe... jadi lebih terinspirasi lagi belajar dari bahasa Inggris."	"Because of kak Zelina, Wafe... became more inspired again to learn English."

Theme 1: Digital Content as Motivational Catalyst

Both participants articulated clear motivational responses to Zelina Fahrani's Reels content, though they expressed this through different lenses. The content appeared to function as an external stimulus that triggered internal learning drives, suggesting an interplay between extrinsic and intrinsic motivational factors.

SF explicitly acknowledged heightened motivation, stating: *"Iyah, lebih termotivasi sih"* (Yes, I feel more motivated). This succinct response, while brief, was delivered with enthusiasm during the interview, suggesting genuine affective engagement with the content. When pressed to elaborate, SF explained that the motivation stemmed not merely from the linguistic content itself but from how it was presented—making British accent learning feel accessible rather than intimidating.

Wafe's perspective emphasized the inspirational dimension of the content, noting: *"Bisa memotivasi dan menginspirasi dari orang lain untuk improve bahasa Inggrisnya"* (It can motivate and inspire others to improve their English). This observation positions the Reels content as having potential influence beyond personal experience, suggesting that Wafe perceived the content's motivational properties as generalizable to other learners. Interestingly, Wafe distinguished between motivation (the drive to act) and inspiration (the spark of possibility), indicating that the content operated on multiple psychological levels.

Theme 2: Spontaneous Imitative Practice Behavior

A particularly noteworthy finding was participants' reports of automatic, unreflective imitation of pronunciation immediately upon viewing content, a behavior neither participant had consciously planned but found themselves engaging in repeatedly.

SF described this phenomenon: *"Kalau setiap kali liat kontennya itu pasti jadi ikut-ikutan ngomong"* (Every time I see the content, I definitely end up mimicking the speech). The phrase "ikut-ikutan" (following along, mimicking) suggests an almost involuntary response, while "pasti" (definitely, certainly) indicates this was a consistent pattern rather than an isolated occurrence. This spontaneous practice represents a significant finding, as it suggests the content successfully bridged the gap between passive consumption and active production, a transition that many language learners struggle to make independently. SF further elaborated that this mimicking often occurred even when alone, indicating that the practice was internally motivated rather than performed for social validation.

Wafe corroborated this pattern while adding a temporal dimension: *"Lebih practice, always practice everyday, every moment... karena termotivasi untuk belajar British accent"* (More practice, always practice every day, every moment... because I'm motivated to learn British accent). The repetition of "practice" and the temporal markers "everyday" and "every moment" suggest that engagement with the Reels content established or reinforced a habitual practice routine. Wafe's use of English words "practice" and "everyday" within the Indonesian sentence may itself reflect increased English language activation in daily thought processes.

Theme 3: Content Thematic Relevance and Personal Interest Alignment

Participants emphasized that their engagement with the content was not solely driven by its linguistic utility but significantly enhanced by thematic elements that resonated with their personal interests, a finding that underscores the importance of culturally relevant, interest-based language learning materials.

SF explicitly connected her engagement to specific content themes: *"Karna dia juga bawanya kan tema Harry Potter... ya tertarik karna itu"* (Because she also uses Harry Potter themes... so I'm interested because of that). This comment reveals that SF's initial attraction to the content stemmed from fandom interest rather than purely pedagogical motivations. The Harry Potter references created an entry point that made the linguistic content feel relevant and enjoyable rather than academic or obligatory. SF noted during the interview that she had watched Harry Potter films multiple times and appreciated hearing familiar phrases pronounced with British accents, as this connected language learning to her existing cultural knowledge and emotional attachments.

This finding suggests that effective language learning content on social media may require more than linguistic accuracy, it must also compete for attention in an entertainment-saturated digital environment by incorporating culturally salient themes that resonate with target audiences' existing interests and identities.

Theme 4: Aesthetic Appeal and the "Uniqueness" of British Accent

Wafe articulated a perception of British accent as possessing inherent aesthetic qualities that enhanced learning motivation, a perspective that positions accent acquisition as not merely functional but also as an aesthetic or identity-related pursuit.

Wafe stated: *"Karna unik jadi kita bisa terus semangat belajar untuk belajar bahasa Inggris kak"* (Because it's unique, so we can continue to be enthusiastic about learning English). The word "unik" (unique) appeared multiple times in Wafe's interview, suggesting this was a central element of her engagement. When asked to elaborate on this uniqueness, Wafe described the British accent as sounding "more elegant" and "more sophisticated" compared to American English, which she associated with more casual contexts. This aesthetic judgment appeared to elevate the perceived value of learning British accent pronunciation, transforming it from a neutral linguistic variation into a desirable cultural capital that conferred a certain identity or social positioning.

This finding aligns with sociolinguistic research on language attitudes and prestige varieties, suggesting that learners' motivations for accent acquisition may be as much about identity construction and perceived social value as about functional communication improvement.

Theme 5: Enhanced Self-Efficacy and Speaking Confidence

Both participants reported increased confidence in English speaking, though they characterized this development differently, reflecting varying baseline confidence levels and self-assessment criteria.

SF's reported improvement was modest and carefully qualified: *"Ada sih. Cuman yah walaupun sedikit... saya jadi tau bedanya aksen British sama American"* (There is [improvement]. But although it's little... I now know the difference between British and American accents). SF's hedging language ("cuman" - but, "walaupun sedikit" - although it's little) suggests either genuine uncertainty about the extent of improvement or a culturally influenced tendency toward modesty in self-assessment. However, SF's specific mention of increased metalinguistic awareness, recognizing accent variations as distinct systems rather than simply "correct" or "incorrect" English, represents an important cognitive development in language learning sophistication.

Wafe expressed more confidence in her development, stating: *"Lebih improve bahasa Inggris wafe"* (Wafe's English has improved more) and *"Lebih percaya diri untuk bahasa Inggris wafe"* (More confident for Wafe's English). Wafe's use of third-person self-reference ("Wafe") is notable—this linguistic pattern, common in Indonesian informal speech, may reflect a cultural communication style but also creates a slight distancing effect that could indicate either humility or conversely, a confident assertion of identity. Wafe elaborated that this confidence manifested in increased willingness to speak English in online gaming contexts with international players and in university English courses, representing tangible behavioral changes beyond self-perception.

Theme 6: Expanded Metalinguistic Awareness and Accent Consciousness

Both participants reported heightened awareness of linguistic variation within English—a metacognitive development that extends beyond pronunciation mechanics to encompass broader sociolinguistic understanding.

Wafe articulated this most explicitly: *"Lebih tahu lagi beberapa aksen dalam bahasa Inggris"* (Know more about several accents in English). During the interview, Wafe mentioned becoming aware not only of British versus American distinctions but also of regional British variations, noting that some of Zelina Fahrani's videos highlighted differences between, for example, London and northern English accents. This awareness represents a shift from viewing English as a monolithic entity to recognizing it as a diverse linguistic landscape, a crucial development in global English competence.

Wafe also expressed renewed inspiration for continued learning: *"Gara-gara kak Zelina ini, wafe... jadi lebih terinspirasi lagi belajar dari bahasa Inggris"* (Because of kak Zelina, Wafe... became more inspired again to learn English). The word "lagi" (again) suggests a rekindling of motivation that may have previously waned, indicating that the content served a re-engagement function for a learner who had prior English learning experience but needed fresh motivational stimulus.

DISCUSSION

This exploratory study investigated how Instagram Reels content influences English learners' motivation and perceived speaking skill development in British accent acquisition. This discussion situates the findings within existing literature, addresses each research question, and considers the study's implications and limitations.

Regarding the first research question, how exposure to Zelina Fahrani's Instagram Reels influences learners' motivation, the findings suggest that engaging, thematically relevant content can serve as both an extrinsic trigger and a catalyst for intrinsic motivation development. Both participants reported heightened enthusiasm for learning after viewing the Reels, which aligns with Sari's (2018) conceptualization of motivation as the internal drive that propels individuals toward goal-directed behavior. The motivational influence appeared to operate through multiple channels: the content's entertainment value, its accessibility, and its connection to participants' existing cultural interests, particularly through Harry Potter references that created emotional resonance beyond purely linguistic utility. This finding extends Cadatty et al.'s (2025) research demonstrating correlations between positive social media perceptions and improved learning motivation by identifying specific content features, thematic relevance and cultural familiarity, that may mediate this relationship. The distinction Wafe made between feeling "motivated" and "inspired" is theoretically significant, as it suggests the content operated on both immediate behavioral levels (motivation to practice) and deeper aspirational levels (inspiration toward long-term identity development as an English speaker). This dual influence resonates with Siregar's (2020) framework distinguishing intrinsic motivation, arising from personal interest and satisfaction, from extrinsic motivation, driven by external rewards or stimuli. The Instagram Reels appear to have initiated extrinsic motivation through engaging presentation, which subsequently fostered intrinsic motivation as learners internalized the practice behavior and derived satisfaction from their perceived progress.

Particularly noteworthy was the spontaneous imitative practice behavior both participants reported. This automatic mimicry represents a significant finding, as it suggests the content successfully bridged the often-problematic gap between passive input reception and active production practice, a transition that traditional classroom instruction frequently struggles to facilitate (Leong & Ahmadi, 2017). The immediacy and repetitive accessibility of short-form video content may lower the psychological threshold for practice initiation, allowing learners to engage in low-stakes experimentation with pronunciation without the performance anxiety associated with classroom speaking activities. This finding partially corroborates Ninsiana and Pakaya's (2024) research, which documented speaking skill improvements after Instagram Reels exposure and attributed this to the format's combination of visual and auditory elements that enhance engagement and facilitate imitation. However, while Ninsiana and Pakaya measured improvements through pre-post assessments in a structured educational context, the current study's participants engaged with content voluntarily in informal settings, suggesting that motivational dynamics may differ substantially between assigned and self-selected social media learning resources.

The role of content aesthetics and thematic alignment emerged as crucial factors influencing sustained engagement. SF's attraction to Harry Potter-themed content illustrates how language learning materials that intersect with learners' existing fandoms and cultural knowledge may achieve deeper cognitive and affective engagement than purely instructional content. This finding has important implications for understanding language learning in digital environments where content must compete for attention against entertainment alternatives. It suggests that effective educational content on social media platforms may need to adopt hybrid entertainment-education approaches rather than simply replicating traditional pedagogical formats in digital spaces. The aesthetic appeal Wafe attributed to British accents, describing them as "unique," "elegant," and "sophisticated", reflects sociolinguistic phenomena wherein accent varieties carry social prestige and symbolic capital (Lippi-Green, 2012). This perception positions British accent acquisition as not merely a functional linguistic skill but as a form of cultural capital that learners believe enhances their social positioning or identity construction as English speakers, which may provide powerful sustained motivation beyond immediate communicative needs.

Addressing the second research question, what perceived changes in speaking ability and confidence learners report, both participants described increased confidence and awareness, though improvements were modest and carefully qualified. SF's recognition of British versus American accent distinctions represents development of metalinguistic awareness, an important component of advanced language proficiency that enables learners to navigate linguistic variation appropriately across contexts (Jessner, 2006). Wafe's reported willingness to use English more frequently in online gaming and university contexts suggests that confidence gains translated into behavioral changes beyond self-perception, though these remain self-reported without external verification. These findings align with Kurum's (2016) emphasis that speaking competence encompasses not only grammatical accuracy but also pragmatic appropriateness, social interaction skills, and confidence in communication, dimensions that may be particularly influenced by exposure to authentic, contextualized language use in social media content. However, it is crucial to note that without baseline assessments or objective measurements, the study cannot determine whether actual pronunciation accuracy, fluency, or comprehensibility improved, or whether participants simply felt more confident due to increased familiarity with accent features and expanded practice opportunities. The distinction between perceived and actual improvement represents a significant limitation that future research must address through controlled assessment protocols.

The study's findings diverge from and extend previous research in important ways. While Nurismi et al. (2020) demonstrated British accent films' effectiveness in improving speaking skills within structured classroom contexts with measurable pre-post differences, the current study examined informal, self-directed learning through short-form content consumed outside educational settings. The motivational dynamics and learning processes in these contexts may differ substantially, as informal learning relies entirely on sustained voluntary engagement without external accountability structures. Additionally, while Resyadi (2020) and Ariantini et al. (2021) documented social media's general supportive role in language skill development, this study provides preliminary evidence specifically linking accent-focused content to motivation and confidence development, an area previously unexplored in the literature. The integration of fandom elements and entertainment value into language learning content represents an emerging pedagogical approach warranting further investigation.

Several limitations constrain interpretation of these findings. Most critically, the sample size of two participants severely limits generalizability and prevents pattern saturation typically expected in qualitative research. All data were self-reported without triangulation through objective speaking assessments, peer

observations, or longitudinal tracking of actual behavior change. The absence of baseline measurements prevents determination of causality or actual skill development versus mere perception changes. Selection bias is evident, as participants were self-selected individuals already motivated to learn British accents and voluntarily following the content creator, meaning findings may not apply to less motivated learners or those with different learning preferences. The study also lacked demographic diversity in terms of age, educational background, English proficiency levels, or learning contexts, all of which likely influence how learners engage with and benefit from social media content. Future research should employ mixed-methods designs with larger, more diverse samples, incorporating objective pre-post speaking assessments, longitudinal tracking, and comparison with control groups or alternative learning modalities.

Despite these limitations, the study offers preliminary evidence that carefully designed, engaging Instagram Reels content may serve as supplementary motivational tools in accent learning, particularly when incorporating culturally relevant themes and authentic pronunciation modeling. The findings suggest potential for social media platforms to complement formal instruction by providing accessible, repeatable models for pronunciation practice and by sustaining motivation through entertainment value and community engagement. However, educators and learners should understand such content as supplementary resources rather than comprehensive instructional replacements, and further rigorous research is essential to validate and extend these exploratory findings.

CONCLUSIONS

This exploratory study provides preliminary insights into how Instagram Reels content may influence English learners' motivation and perceived speaking skill development in British accent acquisition. The findings suggest that engaging, thematically relevant short-form video content can function as a motivational catalyst, triggering spontaneous imitative practice and enhancing learners' confidence and metalinguistic awareness. Both participants reported heightened enthusiasm for English learning, increased practice frequency, and greater awareness of accent variations after exposure to Zelina Fahrani's Reels content. The integration of culturally familiar themes, such as Harry Potter references, and the perceived aesthetic appeal of British accents appeared to sustain learner engagement beyond purely pedagogical motivations. However, the study's significant limitations, most notably the small sample size of two participants and reliance on self-reported data without objective assessment, prevent generalization of findings to broader learner populations. The research cannot establish causal relationships or verify actual speaking skill improvement versus perceived changes. These findings should be understood as preliminary evidence warranting further investigation rather than definitive conclusions about Instagram Reels' effectiveness in accent learning. Future research should employ larger, more diverse samples with mixed-methods designs incorporating objective pre-post speaking assessments, longitudinal tracking, and comparison groups. Additionally, studies should examine how variables such as learners' proficiency levels, educational backgrounds, learning goals, and content engagement patterns mediate the relationship between social media exposure and language development. Such research would provide more robust evidence for integrating short-form social media content into language pedagogy as supplementary motivational tools that complement formal instruction.

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