AN INVESTIGATION INTO NETIZEN COMMENTS ON INDONESIAN PROMINENT LEADERS' INSTAGRAM POSTS AND LANGUAGE LEARNING IMPLICATIONS

Didin Nuruddin Hidayat¹; Yudi Septiawan²; Maya Defianty³; Agus Sufyan⁴, Ismalianing Eviyuliwati⁵

^{1,3,4,5}UIN Syarif Hidayatullah Jakarta; ²Institut Sains dan Bisnis Atmaluhur didin.nuruddin@uinjkt.ac.id; yudiseptiawan@atmaluhur.ac.id; maya.defianty@uinjkt.ac.id; agus.sufyan@uinjkt.ac.id; ismalianing.eviyuliwati@uinjkt.ac.id

Abstract: Instagram serves as an example of the most famous social media platforms. Instagram, particularly for the executives, can favorably relate connections among politicians, voters, and other supportive or contending parties. The current research aimed to analyze the form of social criticism delivered by netizens on the comments towards three Indonesian politicians' Instagram posts, namely Anies Baswedan, Ridwan Kamil, and Ganjar Pranowo, who have millions of followers putting concerns towards what they did on Instagram. Besides, the research also aimed to identify some pedagogical implications of Instagram on language learning. A qualitative approach was employed to uncover the three dimensions of the discourse: positivism-empiricists, constructivism, and critical into one analysis unit or social cognition. The research found that netizens' comments were in line with the status postings of each of the governor published on Instagram, focus on the three governors' performance during their tenure, and affected by the background of the supporting parties. This research supports the idea that Instagram is a viable means of language learning because it can provide a meaningful context to learn a language.

Keywords: Discourse Analysis, English learning, Instagram, Indonesian politicians' posts

INTRODUCTION

Over the past decades, the internet has become the central use of many activities in all life (Kong, 2020; Wang et al., 2020). One of the significant manifestations of internet technology development is the widespread use of social media in advanced countries and

developing countries (Lee & Hidayat, 2019; Poushter et al., 2018). As in these countries, frequent use of social media is also found in Indonesia; this country was in the top five of the internet users in 2019 (Meeker, 2019). The number of these avid internet surfers is almost equal to the number of social media users. In other words, those who use the internet are also access to social media.

The expanding utilization of social media in governmental issues can be credited to the young Indonesian population. In Indonesia, 15-64 years is the productive age, as well as the most significant internet user, sticks out at 64.8% of the all Indonesian population (APJII, 2019). The rate of surfers in Indonesia is identical to active social media (Hootsuite, 2019), which is 52%. By 2019, Indonesian internet users were 171.17 million people (64.8% of the population) and are ruled by youngsters aged 15-19 years of 91%, then 20-24 years of age (88.5%), 25-29 years of age (82.75%). When surfing the internet, users are destined to access chat application and (24.7%) and social media (18.9%) (APJII, 2019). Thus, it is reasonable that in a political rivalry, political leaders will keep on striving for youth support primarily through social media and the internet, especially Instagram.

Young people are now dominating the social network use. YouTube, WhatsApp, Facebook, Instagram, and Twitter are the top five (Statista Inc., 2020). Further, Instagram is now considered one of the most popular social media used by Indonesia (APJII, 2019). Instagram enables users to post pictures, posters, and videos with related words, commonly referred to as captions. Conventionally, these posts are commented by others -followers-; thus, Instagram is substantially a means of communication or engagement with others (Hong et al., 2016; Lenhart et al., 2010).

Interestingly, some politicians in Indonesia have used Instagram to convey their political messages. Ridwan Kamil, Anis Baswedan, and Ganjar Pranowo are three among the governors in Indonesia who often used Instagram to convey their political messages to the community. For example, Ridwan Kamil, the Governor of West Java, used his Instagram account to deliver

messages to his followers to clarify the miscommunication that occurred in Cikarang between Moslem leader and Christians (20/4). In comparison, Anies Baswedan, the Governor of the Special Capital District of Jakarta, posted a picture to welcome his new vice governor, Riza Patria, at City Hall (15/4). Meanwhile, Ganjar Pranowo, the Governor of Central Java, broadcasted a picture of Salatiga Market to show the market's regular activity during the Covid-19 pandemic (28/4).

Seemingly, Instagram is an effective social media to communicate with the community, and this can be implied by a large number of followers of these three governors. By March 4, 2022, Ridwan Kamil, Anies Baswedan, and Ganjar Pranowo have 15.1 million followers, 5.4 million followers, and 4.5 million followers, respectively. Besides, abundant comments from their followers on every post from these three governors can be considered to be well-responded by the community.

Seeing the positive impacts from social media, many politicians have tried to attract social media users' sympathy by posting elegant, humble, and pro-people pictures; this behavior is often referred to as *pencitraan* (loosely defined as imagery). Previously, the term itself is attributed to Joko Widodo, who used to conduct a hands-on operation to some spots when he was the Mayor of Solo. Most politicians commonly posted their *pencitraan* in social media to establish engagement with their supporters and to get sympathy from the public so that they can boost more voters in the coming election. Academics pointed out a new phenomenon where a politician's figure plays a more prominent role instead of his/her political affiliation, and these academics regard this as politiciancelebrity and/or governmental issues personalization (Mcallister, 2007; Street, 2004). Political figures boost their social media to keep in touch more with their constituents. Therefore, they can set up their intended status addressed to get sympathy from the public.

Although investigating political messages in social media has been extensively studied, most of these studies are still using the constructivist view (Eriyanto, 2001). This may be inapt because it

may not provide a holistic understanding of the discourse being studied. This research offers a critical social analysis to analyze the political messages in social media to obtain a better understanding of the subject being investigated. Finally, the writer chose the construction of the discourse on Instagram comments with a critical paradigm.

LITERATURE REVIEW

Social media are models of dialogic transmission systems that provide information, thought, and ideas to many receivers (Johansson, 2016). It can likewise be regarded as interactive internet-based applications where the ideas are created by users who have profiles and arrange online social networks by interfacing users' profile with other people or communities (Obar & Wildman, 2015). Social media of Critical Discourse Analysis is a form of conclusion from the netizens' point of view. Contact between Instagram users and their followers create content analysis, framing analysis, discourse, and semiotics. Hegemony and dominant ideological impact conveyed in the comments (Fairclough, 1995). Netizens also have a variety of backgrounds and knowledge of the posts. We can see in terms of the language spoken by the netizens in the comment's column.

Put merely, discourse is a sequence of corresponding sentences combining the balances of one and the other, sentences with one another, and set a combination; further, a discourse does not determine its length. As a text, discourse is not a sequence of sentences that do not have ties to one another. In linguistics, discourse indicates the complete unity of a language, which is usually more comprehensive than sentences, conveyed orally, and in writing (Brown & Yule, 1983). Thus, discourse analysis has a strong correlation to the subject of language use. The existing body of research suggests that identifying the discourse analysis paradigm will provide a better understanding of what discourse analysis is (Hikam, 1996). The three discourse analysis paradigms are as follows:

The first view is positivism-empiricists discerning language as a connection between individuals and objects outside themselves. It means that individual experiences are expressed directly through the use of language without any distortion. This applies as long as the discourse is stated with a logical statement, syntactic, and has a relationship with practical experience, then there are no distortions between individuals with language. The distinctive feature of this view is the successful separation of thought and reality. Further, this view's logical consequence is that individuals do not need to know the subjective definitions or underlying hidden values in a text. The important thing is whether the text is displayed correctly according to syntactic and semantic rules. Therefore, grammar is the main field of Positivism flow about discourse.

The following viewpoint in discourse analysis is constructivism. This view is enormously affected by the phenomenological research. Constructivism declines the view of positivism-empiricism in discourse analysis that divides subject and language objects. Further, constructivism declared that language is no longer solely viewed as a means for identifying impersonal reality. Constructivism, thus, believes that the subject is the central feature in the exercises of discourse and social connections.

The last view is critical. The critical view adjusts the perspective of constructivism that is less perceptive to the method of creation and the reproduction of meaning that has appeared historically. However, constructivism is not examining the factors of internal control connections in a particular discourse. It turns to perform a position in producing specific sorts of subjects and their practices (Hikam, 1996). Then, this practice emerged as a critical paradigm.

Finally, this writing was intended to reference the comments of the Instagram users, which leads to a critical paradigm to examine the existing background of the commentator following what they wrote in the column. The researchers hope to further see the power of the text, find concepts that attract netizens' power, and uncover

hidden meanings with a critical view of the discourse. This research found two research questions: (1) What is the modality of their comments that stimulate comments from other netizens? (2) What is the significant implication of English use for English teaching particularly, and for socio-political context generally?

METHOD

The following part of this paper moves on to describe in greater detail the research methodology. This includes the research design, object of the research, and data collection procedures. As was pointed out in the introduction of this paper, this research investigates the followers' background and knowledge based on the followers' comments of three Indonesian governors', Ridwan Kamil, Anies Baswedan, and Ganjar Pranowo posts. Further, this research aims to identify the modality used in the comments that can create a thread in the comments. In line with the purpose of the research, a qualitative research design was selected for this research. This method is particularly useful in examining a thorough analysis of discourse and answering the formulated research questions (Teun A. Van Dijk, 2011). It also allowed researchers to elaborate on the social intention of netizen comments on politicians' Instagram posts.

This research would like to unveil the netizen comments and perspectives on these three politicians in leading their respective provinces. Concerning language learning, specifically in teaching English, this research also would like to explore social media's potential for learning, mainly English. Besides, the social media analysis of netizens' comments will enhance student critical thinking skills. Through this study, the researchers also analyzed English use in social media in a socio-cultural context.

The objects of this research were netizens' comments towards posting made by three prominent governors in Indonesia whose tenure is from 2020 to 2024: Anies Baswedan (Governor of Special Capital Region of Jakarta), Ridwan Kamil (Governor of West Java), and Ganjar Pranowo (Governor of Central Java). Additionally,

those politicians/leaders are emerging Indonesian political leaders who have significant loyal followers and can lead the nation in the future. However, they have different styles and capacities in leading their respective provinces.

The researchers conducted a qualitative data analysis design. Data were collected by conducting an extensive investigation of the three governors' Instagram accounts. The analysis was based on Dijk's conceptual framework (Teun A. Van Dijk, 2011; Teun A Van Dijk, 1985; T. A. Van Dijk, 1999). Further, to obtain a more comprehensive apprehension of the data, the researchers also included discourse and ideological understanding in Fowler's media (Fowler, 1991).

FINDINGS AND DISCUSSIONS

This research would like to describe the discourse analysis model of Dijk (Teun A. Van Dijk, 2011). The discourse analysis research is not just based entirely on text review because a text is simply the outcome of production practice (Teun A. Van Dijk, 2011). Understanding the production of text will give and insight into the text's rationales. The model also marks how some features, such as cultural structures, control, and groups of power, appear in society and how ideas and awareness set up and control specific topics (Teun A. Van Dijk, 2011).

Anies Baswedan's Instagram Posts

Anies Baswedan is the Governor of the Special Capital Region of Jakarta, whose background is an academics. His name is widely known to the public since he served as Minister of Education before finally serving as Jakarta's governor since 2017. As of 2018, Anies did not have any assistant because Sandiaga Uno, his former vice governor, competed for the presidential election. Riza Patria recently replaced Sandiaga Uno's position as the vice governor.

In the picture and caption written on 15th April 2020, Anies Baswedan uploaded his photo to welcome his new vice governor, Riza Patria, at City Hall accompanied by a caption:

Figure 1. Anies Baswedan welcomes Riza Patria at City Hall, Jakarta





"Welcoming brother Riza Patria at City Hall today, after being officially appointed as Vice Governor of Special Capital Region of Jakarta 2017-2020. When Jakarta is facing challenges these days, now it has a tandem at City Hall again. InsyaAllah, we will work together for the people of Jakarta, for the progress of Jakarta. Let us move together!"

The post made by Anies Baswedan invited 4,518 comments from netizens who expressed their comments in several ways and perspectives. The researchers took three perspectives from

netizens (T. A. Van Dijk, 1999). First, refining the concepts and definitions concerned with power. This post has two pro and contra perspectives on Anies's current leadership and the appointment of Riza Patria as a new vice-governor. Below are some netizen comments that emphasize the theory.

Figure 2. Comments of netizens on Anies' Instagram account



There are two comments attached above. The first comment @read_onesaja implies that Anies's party did not promise to choose the vice governor from the coalition party, Prosperous Justice Party (PKS). The second one, @adityanoza, also expressed a satirical comment. He hoped that the new vice governor, Riza Patria, would not expose to corruption again after being exposed to the same case in 2005. However, @mykaripap denied the comment by saying that Riza was not guilty in that case.

Figure 3. Comments of netizens on Anies' Instagram account



Instagram account @filsocrates and @bayubaraalfatih posted different comments from the previous comments. Those accounts gave congratulations to Anies Baswedan, who has got a new vice-governor. They also hoped Riza Patria to carry out the mandate as vice governor well.

The second perspective is targeting, which aims to corner other forces that will threaten power or position. It can be a touch of sarcasm or criticism related to the caption posted by Anies Baswedan. Here are the examples:

@opikomoto posted an offensive status related to the appointment of Riza Patria as vice governor of Jakarta. He tended not to support the appointment of Riza Patria by posting, "my feeling is not good". Meanwhile, @rianrendi conveyed his disappointment to Prabowo, who declared Riza Patria as the new vice-governor. This status implied that Prabowo was ungrateful to the Prosperous Party (PKS), whose masses supported Prabowo during the last presidential election.



Figure 4. Comments of netizens on Anies' Instagram account

The last perspective is the creation of words that can incite and provoke people's emotions. Some provocative comments invited the emotions of other followers. They usually come from the contending parties/politicians, or netizens usually call them haters.



Figure 5. Comments of netizens on Anies' Instagram account

The two comments above showed provocations to the other followers. Instagram account @yoo_dha expressed his disappointment with the Great Indonesia Movement Party (Gerindra) because of not choosing the vice governor from PKS. He also hoped that Gerinda could improve the people's welfare of Jakarta. Meanwhile, @nchank_fahmi expressed the same as

@yoo_dha. He was also disappointed with the decision of Gerindra, which betrayed PKS. However, at the end of his comment, he put congratulation, not to the new vice-governor, but Jakarta residents.

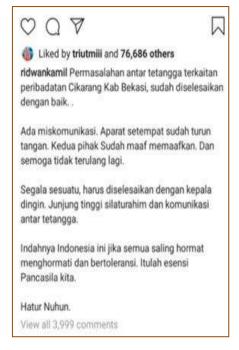
Ridwan Kamil's Instagram Posts

Ridwan Kamil was the Mayor of Bandung City. His popularity rose when he often uploaded photos on his social media accounts related to the development of Bandung's city. Support from various groups and parties was also addressed to the 48-year-old figure to advance as the Governor of West Java steadily.

He has already served as a governor since 5th September 2018. He also often uploads his activities through social media, including Instagram. On 20th April 2020, he posted news clarifying issues between neighbors related to worship activities. He assured that the problem was over, and both sides had reconciled. However, this triggered criticism from various circles.

Figure 6. detiknews published Ridwan Kamil' Instagram posts





His post resulted in 3,999 comments from netizens in which most of them expressed their anger. They considered it was not a miscommunication, but rather oppression of the minority in the village. Below are some netizen comments that emphasize the theory.

Figure 7. Comments of netizens on Ridwan Kamil's Instagram account



@dwidwi2212 stated that the minority was always in an inferior position to the majority. When the majority has a problem, they apologize, and the problem is solved. @ibamm666 also expressed a similar statement. He asserted that the perpetrators must be punished based on the prevailing law. He also said that this was a serious matter that had to get more attention from the governor, Ridwan Kamil.

Figure 8. Comments of netizens on Ridwan Kamil's Instagram account



However, a few comments still provide positive comments to neutralize the comments column. Instagram account @naraciaga hoped that Indonesia is free from religious issues and become a peaceful country again.

Some comments below are different from the previous ones. Instagram account @pradadev expressed his frustration by stating that the majority were always won. Even if they were wrong, they just apologized. This statement seems to corner the Muslim cleric (*ustad*) who forbade Christians from worshiping at home during the Covid-19 pandemic.

pradadev Mentang2 mayoritas langsung main hakim sendiri. Giliran salah
cuma minta maaf. Kalau kebalikannya
bisa demo berapa episode
2w 1753 likes Reply

View replies (254)

Figure 9. Comments of netizens on Ridwan Kamil's Instagram account



The comment written by the @natalsianipar brought up Basuki Tjahaja Purnama (Ahok) case. He stated that Ahok had once defamed religion. He was then labeled the religious blasphemers and sentenced to prison. According to him, this case similarly must apply to the *ustad*.

Ganjar Pranowo's Instagram Posts

Ganjar Pranowo is the Governor of Central Java, serving since 5th September 2018. He is a well-respected figure by both friends and foes. On his Instagram account, he always posts the updates of any sectors in Central Java. He, for example, uploaded a photo of Salatiga Market.

Figure 10. An image of Salatiga Market posted by Ganjar Pranowo on his Instagram account



The post by Ganjar Pranowo invited 2,068 comments by 28th April 2020 from netizens who expressed their comments in several ways and perspectives. Some expressed their admiration for the success of Ganjar Pranowo in leading Central Java. However, some also complained to him about the problems in their respective regions. Here are some comments posted by netizens.

nurmiy5 Saat pandemi Corona semua aspek ekonomi terdampak...apalagi karyawan banyak yg dirumahkan...memang dlm lingkungan dusunku...yg SDH krj lumayan mapan g dpt.. sembako..lah sekarang kalo terdampak seperti ini knp jg g dpt bantuan..yg dpt y orang2 itu juga...banyak yg lebih dr kehidupan karyawan...mohon data yg akurat pak...

Figure 11. Comments of netizens on Ganjar's Instagram account



The two comments above show the anxiety of the people of Central Java. The first stated that he lost his job due to the Covid-19 pandemic and had not received food assistance from the government. He also emphasized that the nine-basic food recipients' data could be more accurate, targeting the people in need. Another comment asked why the Wonosobo Market was not as tidy and as good as the Salatiga market.

Figure 12. Comments of netizens on Ganjar's Instagram account



However, the two comments above posted a different reaction from the previous comments. @alannobita and @dwi_dwi_astutik praised the performance of Ganjar Pranowo in managing the Salatiga Market. These comments also countered haters that Ganjar Pranowo had done a great job in leading Central Java.

Figure 13. Comments of netizens on Ganjar's Instagram account



Almost the same as the previous comments, Instagram account @gitasandi compared the Salatiga market's order with the markets in Jogja. This statement contains two points; praise and intense criticism. She praised Ganjar Pranowo in managing the Salatiga market and satirized Yogyakarta's local government because of a lack of responsiveness in managing market clutter.

Based on the Behaviorism Communication theory, netizens' comments in the comment columns of the three governors are a stimulus. This stimulus was then responded by netizens in the form of various comments (Staats, 1981). The appearing comments depended on what is posted by the three governors. Ridwan Kamil, for example, posted susceptible news, religious issues. Many netizens gave negative comments regarding his post. Meanwhile, the news posted by Anies Baswedan was the opposite. Netizens provided much support with the appointment of Riza Patria as the new vice governor of Jakarta.

Ridwan Kamil's post citing the Detiknews news implies that the media strongly influenced an issue. The public will assume that it is an essential issue if mass media emphasizes it (Capurro et al., 2015; Leeper et al., 2018; McCombs et al., 2014; Simon & Xenos, 2000). In this case, the media has a powerful effect on influencing society. What is considered necessary by the media will be considered important by the public (McCombs et al., 2014). Netizen comments on Ridwan Kamil's comments column also can influence the social and cultural conditions in society. This is because the mass media has a cumulative effect and has more impact on society's socio-cultural level than on one's person (Baum & Potter, 2008; Potter, 2014; Shanahan & Morgan, 1999).

Ganjar Pranowo's post was slightly different from the other governors. Most netizens gave positive and constructive comments. However, this also seems the same as Ridwan Kamil. Mass media plays a vital role in shaping a condition (Baum & Potter, 2008). Ganjar Pranowo was indeed famous for being innovative and decisive since serving as a governor. This is what

later became a positive stigma when Ganjar posted a market with neatly arranged conditions.

Social media plays a very significant role in the daily life of most Indonesia people. Social media also plays a role in shaping the image of a public figure. The positive or negative of a comment depends on social media framing. Comments columns on Instagram are classified using the comment analysis approach (T. A. Van Dijk, 1999). This approach seeks to distinguish between supporters and haters.

Concerning the production aspects of violence by social media, it depends on how the comments are constructed by people behind it related to the political and economic system (T. A. Van Dijk, 1999). Commonly, the position of a governor is a political one. A person can be promoted to become a governor surely by being actively involved in a party. The party usually has a significant number of masses who are ready to be the front guard for the party. For example, the appointment of a Riza Patria by Anies Baswedan was full of political nuances. Party supporters who felt disappointed with Anies's decision gave comments in the form of satire and blasphemy.

Pedagogical implications of social media for English language learning

Effective teaching has been the final goal of all language teaching practices today (Alzeebaree & Hasan, 2020). A large and growing body of literature has investigated the role of technology-based in language learning (M. Rafiq et al., 2020), specifically in English language learning. Kaplan and Haenlein (2010) defined, "Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content" (p. 61). There have been various platforms that can be used by English language learning to improve their competence (El-Sofany & El-Haggar, 2020; Richards, 2015). Thus far, several studies have reported that wikis, forums, and blogs are popular media that can

be used to conduct collaborative writing, and it can also facilitate the writing process (Arslan & Şahin-Kızıl, 2010; Chao & Lo, 2011; Hadjerrouit, 2015; Li, 2014; Pifarré & Fisher, 2011). Other studies in this educational technology field focused on using Facebook and Youtube channels as a learning media (Aydin, 2012; Brook, 2011; Fleck et al., 2014; Lantz-Andersson et al., 2013; Manasco, 2010; Manca & Ranieri, 2013). The role of social media itself has been extensively studied in terms of its impact on ELT and how it changed social media patterns globally (Aichner & Jacob, 2015; Almeida d'Eça, 2002; Kaplan & Haenlein, 2010; Kietzmann et al., 2011; Li, 2017; Tang et al., 2012).

Since smartphones and social media are an inseparable part of students' lives, integrating social media in English classrooms will improve learning, provided that it is appropriately used (Pifarré & Fisher, 2011). Several lines of evidence suggest the benefit of using social media for students' writing skills. For example, research that focused on blogging to second language (L2) academic writing showed that blogging helped improve students' writing. The research involved a Somali immigrant student who studied in the United States of America (Bloch, 2007). Drawing on data from the student's blog, the researcher concluded that blogging helps enhance students' writing in terms of developing students' writing (Bloch, 2007; Sun & Chang, 2012).

Besides, social media, especially Twitter, is beneficial to investigate student and teacher understanding and replies to English as Foreign Language (EFL) e-learning media (Alshahrani & Al-Shehri, 2012). The researchers only examined one university and found that the concepts and practices of e-learning integration were not aligned. However, another research showed different results (Asiri & Alqarni, 2015). Twitter has had a positive effect on high school students in Jidda, especially in learning English. Another researcher targeted EFL women as the object of his research using social media Twitter at Qassim University (Ahmed, 2015). He divided these women into two groups: the pilot group used Twitter, while the control group used the traditional method.

This research showed that the pilot group performed well in post-test writing. Further, the latest research affirmed that the usage of Twitter as a language tool has proved to enhance the learning of English as Second Language (ESL)/English as Foreign Language (EFL) (Upadhyay, 2018). Some of the studies above conclude that Twitter is a promising example of social media that is applicable in English language pedagogy.

Mahmoud (2013) examined the use of email and Facebook on student achievement in EFL writing at King Abdul-Aziz University (KAU). The research results revealed that email and Facebook succeeded in improving EFL students' writing performance. High motivation to write in the learning environment is the key. Students who were afraid of expressing orally could adequately express their thoughts and arguments through writing. Furthermore, the use of English outside the classroom makes students more monitored. In doing so, they are free from the stressful learning atmosphere in the classroom.

In her research, Zheng (2013) applied the same social media as Mahmoud (2013). What is different is the method used in measuring students' writing abilities. Zhang uses a combination of qualitative and quantitative methods. From her observations, Zheng found that student participation in online discussions greatly influenced their writing scores, improved their vocabulary and grammar, and produced better critical thinking. One other positive thing is that through blogging, interactions between teachers and students become more dynamic and intensive. Teachers no longer dominate learning activities, but they are more often involved in discussions and learning English interactions.

Social media also proved to be able to provide access to teachers in teaching pronunciation. Mbah et al. (2014) researched the students' experiences and interests in English pronunciation using podcast media in Igboland, Nigeria. The findings proved that the podcast was considered successful in increasing students' English pronunciation regardless of the degree of language skill, gender, and habits of using the internet. It is phonetic that shows

improvement in this research. Although there are no studies in other countries that show similar results, at least social media podcasts have provided variations in assessment in learning English.

The English use in the socio-political context

The position of a governor is full of political interests. Not surprisingly, to become a governor, contestants must compete in fighting for the highest seat in government ranks. As discussed earlier, the three governors discussed in this research have their charisma and leadership style. However, it certainly did not escape the performance evaluation by the people. From the political side, it is the opposition party that often gives criticism to the governors. Not only party leaders, but also cadres and sympathizers voiced their aspirations. Social media, such as Instagram, became one of the platforms to devote criticism and comments to the governors. Of course, some criticisms and comments have praise, reproach, regret until insulting (Winiasih, 2010).

As discussed in the previous section, Instagram has become a platform for people to express their opinion. The findings in this research revealed that various factors could influence comments; one of the most conspicuous factors is the person's political affiliation. Consequently, comments may range from praise to an insult. Interestingly, the findings are the use of English in the comments regardless of the followers' intention. Hence, using a foreign language has become a norm in urban communities where the picture of modern life and global currents is strengthening (Bahasa, B., 2015). Wijana (2014), who focused her research on the development of Indonesian teen slang, found that the number of foreign words, mainly English in Indonesian slang, was far higher than local languages in Indonesia.

This research identified that netizen and/or followers' comments are commonly employed in the English word(s). For

example, words such as "good idea", "good luck", "love you", "proud", and so forth are often found in the commentary section from the three governors' Instagram status. These results further support the idea that there is a connection between language use and social representation (Hall, 1997). English itself is a language that means global imperialism, in terms of military, legislative, communicative, educational and social-imperialism, economic, and the global scope of English (Phillips, 2018; Phillipson, 1992). In other words, social conditions and the interactions of the members involved influence linguistic forms. This phenomenon is similar to the struggle among the community's social classes.

Figure 14. Some English words comments on the three governors' Instagram account





CONCLUSION

The present study aimed to examine netizens' comments on Instagram postings from the three most popular governors in Indonesia: Ridwan Kamil, Anies Baswedan, and Ganjar Pranowo. These comments were then analyzed based on three discourse analysis paradigms: positivism-empiricists, constructivism, and social cognition. This study has found that generally, followers' comments on the three governors' work ethos. Some negative comments commonly came from the followers whose political affiliation is at the opposite of the governors'. Taken together, these findings suggest a role for social media in promoting the image of a politician.

Moreover, social media may even have more significant impacts on Indonesian society. Undeniably, social media have become a necessity as most people in Indonesia use and have access to social media, not only Instagram but also Facebook, YouTube, and Twitter. Consequently, social media can be a great device in generating a decisive judgment of society towards them; in other words, social media's future role is considered central to the longevity of a politician's career. Further, it is noteworthy that language and communication style factors must also be a concern when using social media. The use of language is representing the personality of the speaker. Leech (2014) stated that meaning could be described as semantic representation in a language.

Another obvious finding to emerge from this study is how Instagram can serve as a medium for language learning, especially for English language teaching and learning. As revealed from the findings, many of the followers' comments were using English words, and it served as a space in which followers could express their opinion. Instagram posts, for example, can serve as meaningful learning prompts. In comparison, students may also get the advantage of learning via Instagram because most of them are very familiar with the platform. Thus, it allows learning flexibility to a certain extent.

The current findings add to the growing body of literature on social media's significant role and how it can be used for practical application. However, this study's limitation is that the posts were randomly selected on Instagram; results may not represent all posts' comments on the respective governors. Hence, the results of this research should be made tentatively.

REFERENCES

Ahmed, M. A. E. A. S. (2015). The effect of Twitter on developing Writing skill in English as a foreign language. *Arab World English Journal (AWEJ)*, 2(July), 134–149. https://doi.org/10.2139/ssrn.2843985

Aichner, T., & Jacob, F. (2015). Measuring the degree of corporate

- social media use. *International Journal of Market Research*, 57(2), 257–276. https://doi.org/10.2501/IJMR-2015-018
- Almeida d'Eça, T. (2002). Paper presented at the Language Communication Culture. International Conference, University of Évora, Portugal.
- Alshahrani, K., & Al-Shehri, S. (2012). Conceptions and responses to e-learning: The case of EFL teachers and students in a Saudi Arabian university. *Monash University Linguistics Papers*, 8(1), 21–31.
- Alzeebaree, Y., & Hasan, I. A. (2020). What makes an effective EFL teacher: High school students' perceptions. *The Asian ESP Journal Autumn Edition*, 16(1.2), 169–183.
- APJII. (2019). Penetrasi dan profil perilaku pengguna internet Indonesia tahun 2018. *Asosiasi Penyelenggara Jasa Internet Indonesia (APJII)*, 1–51.
- Arslan, R. Ş., & Şahin-Kızıl, A. (2010). How can the use of blog software facilitate the writing process of English language learners? *Computer Assisted Language Learning*, 23(3), 183–197. https://doi.org/10.1080/09588221.2010.486575
- Asiri, A., & Alqarni, M. (2015). Twitter as a tool for English learning: The case of High Schools students in Jeddah. King Abdul-Aziz University.
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology Research and Development*, 60(6), 1093–1106. https://doi.org/10.1007/s11423-012-9260-7
- Bahasa, B., & A. (2015). *Kajian pola pikir pemakaian bahasa Inggris pada masyarakat perkotaan di Indonesia*. Jakarta: Pusat Kajian Representasi Sosial Indonesia.
- Baum, M. A., & Potter, P. B. K. (2008). The relationships between mass media, public opinion, and foreign policy: toward a theoretical synthesis. *Annual Review of Political Science*, 11(1), 39–65.
 - https://doi.org/10.1146/annurev.polisci.11.060406.214132
- Bloch, J. (2007). Abdullah's blogging: A generation 1.5 student enters the blogosphere. *Language Learning and Technology*, 11(2), 128–141.
- Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1,2), 37–56.

- Hidayat, D. N., Septiawan, Y., Defianty, M., Sufyan, A., & Eviyuliwati, I. (2022). A critical social analysis on Indonesian prominent leaders' Instagram posts and language learning implication.
- Brown, G., & Yule, G. (1983). Discourse Analysis: Cambridge Textbooks in Linguistics. Cambridge University Press.
- Capurro, G., Dag, H., Longstaff, H., & Secko, D. M. (2015). The role of media references during public deliberation sessions. *Science Communication*, 37(2), 240–269. https://doi.org/10.1177/1075547015574015
- Chao, Y.-C. J., & Lo, H.-C. (2011). Students' perceptions of Wikibased collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*, 19(4), 395–411. https://doi.org/10.1080/10494820903298662
- Dijk, Teun A. Van. (2011). Structures of News in the Press.

 Discourse and Communication.

 https://doi.org/10.1515/9783110852141.69
- Dijk, Teun A Van. (1985). Semantic Discourse Analysis. In *Handbook of Discourse Analysis* (Vol. 2, pp. 103–136). London: Academic Press.
- El-Sofany, H. F., & El-Haggar, N. (2020). The effectiveness of using mobile learning techniques to improve learning outcomes in higher education. *International Journal of Interactive Mobile Technologies* (*IJIM*), 14(08), 4–18. https://doi.org/10.3991/ijim.v14i08.13125
- Eriyanto. (2001). *Analisis wacana: Pengantar analisis teks media.* Yogyakarta: LKiS.
- Fairclough, N. (1995). Media Discourse. London: Longman.
- Fleck, B., Beckman, L., Sterns, J., & Hussey, H. (2014). YouTube in the classroom: Helpful tips and student perceptions. *Journal of Effective Teaching*, 14(3), 21–37.
- Fowler, R. (1991). *Language in the News: Discourse and ideology in the press*. London and New York: Routledge.
- Hadjerrouit, S. (2015). *Using Wikis to evaluate students' contributions to Collaborative Writing in teacher education* (pp. 3–18). https://doi.org/10.1007/978-3-319-25768-6_1
- Hall, S. (1997). *The Work of Representation*. London: Sage Publication.
- Hikam, M. A. S. (1996). Bahasa dan politik: Penghampiran discursive practice. Bandung: Mizan.
- Hong, J. C., Hwang, M. Y., Szeto, E., Tsai, C. R., Kuo, Y. C., & Hsu, W. Y. (2016). Internet cognitive failure relevant to self-efficacy, learning interest, and satisfaction with social media learning. *Computers in Human Behavior*, 55, 214–222.

- https://doi.org/10.1016/j.chb.2015.09.010
- Hootsuite. (2019). Digital 2019 Indonesia. We Are Social Ltd.
- Johansson, A. C. (2016). Social media and politics in Indonesia. Stockholm School of Economics Asia Working Paper, December, 1–44.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68. https://doi.org/10.1016/j.bushor.2009.09.003
- Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251. https://doi.org/10.1016/j.bushor.2011.01.005
- Kong, F. (2020). Evaluation model of adaptive teaching ability of college art teachers. *International Journal of Emerging Technologies in Learning (IJET)*, 15(09), 143–155. https://doi.org/10.3991/ijet.v15i09.14031
- Lantz-Andersson, A., Vigmo, S., & Bowen, R. (2013). Crossing boundaries in Facebook: Students' framing of language learning activities as extended spaces. *International Journal of Computer-Supported Collaborative Learning*, 8(3), 293–312. https://doi.org/10.1007/s11412-013-9177-0
- Lee, J. Y., & Hidayat, D. N. (2019). Digital technology for Indonesia's young people: The significance of SNS use and digital literacy for learning. *MedienPädagogik: Zeitschrift Für Theorie Und Praxis Der Medienbildung*, 35(Media literacy), 20–35. https://doi.org/10.21240/mpaed/35/2019.10.17.X
- Leech, G. (2014). *The pragmatics of politeness*. US: Oxford University Press.
- Leeper, T., Slothuus, R., Leeper, T., & Slothuus, R. (2018). Deliberation and Framing. In *The Oxford Handbook of Deliberative Democracy* (pp. 555–572). https://doi.org/10.1093/oxfordhb/9780198747369.013.37
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media and mobile internet use among teens and young adults. *Pew Research Center*, 01, 1–51.
- Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148–153. https://doi.org/10.18178/ijlt.3.2.148-153
- Li, V. (2014). Collaborative learning: Implication of online forum in

- Hidayat, D. N., Septiawan, Y., Defianty, M., Sufyan, A., & Eviyuliwati, I. (2022). A critical social analysis on Indonesian prominent leaders' Instagram posts and language learning implication.
 - English academic writing for engineering students. 2014 9th International Conference on Computer Science & Education, 443–448. https://doi.org/10.1109/ICCSE.2014.6926500
- M. Rafiq, K. R., Hashim, H., Md Yunus, M., & Norman, H. (2020). iSPEAK: Using mobile-based online learning course to learn 'English for the workplace.' *International Journal of Interactive Mobile Technologies* (*IJIM*), 14(08), 19–31. https://doi.org/10.3991/ijim.v14i08.13185
- Mahmoud, S. S. (2013). Email and Facebook to promote foundation year students' EFL Writing at King Abdul-Aziz University.
- Manasco, M. H. (2010). YouTubeTM in the Speech-Language Pathology Classroom. *Perspectives on Issues in Higher Education*, 13(1), 22–26. https://doi.org/10.1044/ihe13.1.22
- Manca, S., & Ranieri, M. (2013). Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology-enhanced learning environment. *Journal of Computer Assisted Learning*, 29(6), 487–504. https://doi.org/10.1111/jcal.12007
- Mbah, E. E., Mbah, B. M., Iloene, M. I., & Iloene, G. (2014). Podcasts for learning English Pronunciation in Igboland: Students' experiences and expectations. *The EuroCALL Review*, 22(2), 57–68. https://doi.org/10.4995/eurocall.2014.3635
- Mcallister, I. (2007). The personalization of politics. In *In R. J. Dalton & H. Klingemann (Eds.), The Oxford Handbook of Political Behavior (1st ed.).* (pp. 571–588). Oxford: Oxford University Press.
- McCombs, M. E., Shaw, D. L., & Weaver, D. H. (2014). New directions in Agenda-Setting Theory and research. *Mass Communication and Society*, 17(6), 781–802. https://doi.org/10.1080/15205436.2014.964871
- Meeker, M. (2019). Internet Trends 2019.
- Obar, J. A., & Wildman, S. S. (2015). Social media definition and the governance challenge An introduction to the special issue. *Telecommunications Policy*, 39(9), 745–750. https://doi.org/10.2139/ssrn.2663153
- Phillips, V. (2018). The employability of non-native English speaking teachers: An investigation of hiring practices and beliefs in Australian adult ELT. *English Australia Journal*, 33(1), 10–34.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.

- Pifarré, M., & Fisher, R. (2011). Breaking up the writing process: How wikis can support understanding the composition and revision strategies of young writers. *Language and Education*, 25(5), 451–466. https://doi.org/10.1080/09500782.2011.585240
- Potter, W. J. (2014). A Critical Analysis of Cultivation Theory. *Journal of Communication*, 64(6), 1015–1036. https://doi.org/10.1111/jcom.12128
- Poushter, J., Bishop, C., & Chwe, H. (2018). Social media use continues to rise in developing countries but plateaus across developed ones. *Pew Research Center*, *June*, 1–46.
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 5–22. https://doi.org/10.1177/0033688214561621
- Shanahan, J., & Morgan, M. (1999). Television and its viewers. In *Cambridge University Press* (Issue January 1999). UK: Cambridge University Press. https://doi.org/10.1017/cbo9780511488924
- Simon, A., & Xenos, M. (2000). Media framing and effective public deliberation. *Political Communication*, 17(4), 363–376. https://doi.org/10.1080/10584600050178979
- Staats, A. W. (1981). Paradigmatic behaviorism, unified theory, unified theory construction methods, and the Zeitgeist of separatism. *American Psychologist*, *36*(3), 239–256. https://doi.org/10.1037/0003-066X.36.3.239
- Statista Inc. (2020). Penetration of leading social networks in Indonesia as of 3rd quarter 2019.
- Street, J. (2004). Celebrity politicians: Popular culture and political representation. *The British Journal of Politics and International Relations*, 6(4), 435–452.
- Sun, Y. C., & Chang, Y. J. (2012). Blogging to learn: Becoming EFL academic writers through collaborative dialogues. *Language Learning and Technology*, 16(1), 43–61.
- Tang, Q., Gu, B., & Whinston, A. B. (2012). Content contribution for revenue sharing and reputation in social Media: A Dynamic structural model. *Journal of Management Information Systems*, 29(2), 41–76. https://doi.org/10.2753/MIS0742-1222290203
- Upadhyay, S. (2018). A conceptual model incorporating Twitter as a language tool in ESL/EFL learning. *TESOL International Journal*, 13(4), 49–54.

- Hidayat, D. N., Septiawan, Y., Defianty, M., Sufyan, A., & Eviyuliwati, I. (2022). A critical social analysis on Indonesian prominent leaders' Instagram posts and language learning implication.
- Van Dijk, T. A. (1999). Context models in discourse processing. *The Construction of Mental Representations During Reading*, 123–148.
- Wang, L.-Y.-K., Lew, S.-L., & Lau, S.-H. (2020). An empirical study of students' intention to use Cloud E-Learning in higher education. *International Journal of Emerging Technologies in Learning* (*IJET*), 15(09), 19–38. https://doi.org/10.3991/ijet.v15i09.11867
- Wijana, I. D. P. (2014). Bahasa, kekuasaan, dan resistansinya: Studi tentang nama-nama badan usaha di daerah istimewa yogyakarta. *Humaniora*, 26(1), 56–64. https://doi.org/10.22146/jh.v26i1.4700
- Winiasih, T. (2010). Pisuhan dalam "Basa Suroboyoan" kajian sosiolinguistik.
- Zheng, B. (2013). Social media and classroom writing: Participation, interaction, and collaboration (Doctoral dissertation). University of California, Irvine.