IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 8, No. 2, July 2024, pp. 314-323

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

INSTAGRAMMERS' PERCEPTION OF USING INSTAGRAM APPLICATION FOR LEARNING ENGLISH VOCABULARY

Allina Kurnia Fitri[1] and Ana Maghfiroh[2*]
[1,2]Muhammadiyah University of Ponorogo, Indonesia
allina.nina.aa@gmail.com[1] and ana_maghfiroh@umpo.ac.id[2]
*correspondence: ana_maghfiroh@umpo.ac.id
https://doi.org/10.24071/ijiet.v8i2.6839
received 12 July 2023; accepted 19 July 2024

Abstract
In this generation, the use of Instagram as a learning media for learning English is quite familiar. This research determined the Instagrammers' perceptions of using the Instagram application for learning English vocabulary. The data were analyzed using a descriptive qualitative methodology, and some earlier research was used to support the findings. The study examined Instagram users who used the platform to practice their English vocabulary. To get precise information about how 35 respondents felt about using Instagram applications to acquire English vocabulary, interviews with 5 informants were conducted. The majority of respondents to the study were satisfied with using the Instagram app to develop English vocabulary, according to the study's findings. Instagram users concurred that the platform aids in their vocabulary development. Instagram users can choose the vocabulary topic they want to focus on improving with an Instagram video or photo, and they agree that Instagram makes it simple for them to recall new English words.

Keywords: Instagram, Instagrammers' perception, vocabulary item

Introduction
Living in this era of globalization, people experience dependence on technology because all access is at their fingertips. Technology has access to practically all human works of life (Rasyiid & Maulina, 2021). The easiest way to access technology is to use a smartphone. According to Mamudi and Alamry (2021), nowadays relying on internet-connected cell phones, we can already access several social media and use them anywhere and anytime as long as it is connected to an internet connection, and that makes the information flow bigger and faster. Maghfiroh et al. (2021) discovered that in socializing concerns, numerous platforms, known as social media, may be employed to immediately obtain knowledge from society.

With the advent of a more modern and diverse era, social media has grown in popularity among the general public, particularly among the younger generation (Anindita & Noveintine, 2022). Given that the majority of young people and students utilize social media, it can make it easier for students to obtain courses or knowledge. Using social media to supplement classroom learning is one possibility

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License.

(Mamudi & Alamry, 2021). Social media is often used for language learning, one of which is vocabulary learning. One of the crucial parts of classroom learning is vocabulary. Now, we can expand our vocabulary by reading people's posts on social media.

English vocabulary

Vocabulary is the first element and an important component in the English language, so students should learn vocabulary because when students learn vocabulary, they also learn how to speak, listen, read, and write (Nurrizal & Septiani, 2021). Without having a sufficient amount of vocabulary, the learners will find it difficult to communicate and express their feelings both in spoken and written form effectively (Devi et al., 2020). So, from the explanations of some of these experts, vocabulary is a very important component for us to master when we want to learn English, from that vocabulary can make it easier for us to master some skills in English (Maghfiroh, 2018).

According to Agustin and Ayu (2021), students in Indonesia have limitations in improving their ability to master vocabulary. To overcome this, students need tools or media to learn vocabulary. To build vocabulary, one of the interesting vocabulary teaching techniques relates to the function of the internet. New technologies for teaching English as a second language are based on the belief that mastery of language structure is more important than vocabulary acquisition (Prastyo et al., 2022). But we can't learn the structure with a few things alone, we must have enough vocabulary to use it. To learn a language, one needs to master a lot of vocabulary and its basic structures.

Instagram for learning vocabulary

People frequently use social media, especially the younger ages, to learn vocabulary. One of the popular social media tools for vocabulary acquisition is TikTok. On TikTok, some movies and audio can help students understand the meaning of vocabulary and spark their enthusiasm for learning new words (Hastomo et al., 2022). In addition, the writer also stated the TikTok videos' audio instructions and all of the graphics can help pupils explain the meaning of new words and pique their interest in learning new words. In addition to TikTok, Twitter is now another platform that students adore for use in the classroom. Twitter users are expected to read any posted text messages on the social networking site. Melliyani and Mardiyati (2022) found that the best way to increase vocabulary learning is through reading. That is the way Twitter increases vocabulary.

There is another platform that can serve as a medium in addition to the two that can be utilized as a tool for vocabulary growth. Facebook is a social networking platform that is well-liked across a variety of demographics. Using Facebook has aided pupils in improving their language acquisition. Furthermore, the writer affirms that for EFL learners or non-native speakers, Facebook involvement has not been found to precisely compensate for vocabulary learning. Instagram is also a similarly engaging tool for learning English. Instagram provides a wide range of educational content that can be used to learn new things by anyone, starting with subjects like science, history, skills, the most recent news, languages, and different tutorials (Anindita & Noveintine, 2022). By reading an Instagram post, updating

their status, or uploading images and videos to Instagram with captions, students can acquire vocabulary (Prastyo et al., 2022).

According to Verawati et al. (2021) the most social media used by students nowadays is Instagram. Instagram placing it 4th in our ranking of the world's most 'active' social media platforms. As per the Datareportal April 2023 global overview, we can see that social media growth has continued to increase more than half of the world now uses social media (60%), 4.80 billion people around the world now use social media, 150 million new users have come online within the last 12 months and the average daily time spent using social media is 2h 24m.

Instagram as an English learning tool and figured out its effect on learners' English skills (Rasyiid & Maulina, 2021). Mastering vocabulary is the main basis for learning English. This research aims to find out Instagrammers' perceptions about how useful and effective Instagram applications are for learning vocabulary. The subject of this study is an Instagrammer who follows English learning accounts. Furthermore, this research will show whether the use of Instagram contributes to learning vocabulary.

Method

The purpose of this study was to find out Instragammers' perceptions about how useful and effective Instagram applications are for learning vocabulary. Therefore, to reach the goal of this study, the researchers employed a descriptive qualitative method in this article. Instagram users who followed accounts that frequently posted on language development made up the sample. A questionnaire and interviews with questions regarding the effect of utilizing social media on vocabulary development were the instruments employed in this study. To distribute the questionnaire, the researchers used a Google form, and the link was shared via WhatsApp, after which the researchers distributed it to 20 participants with 10 question items on June 22, 2023. The questionnaire was given to 35 randomly selected participants, and interviews were given to 5 participants who followed English learning accounts on Instagram.

The writer conducted interviews with a number of Instagram users who follow the English Learning English account. The questions that were asked during the interview were nearly identical to the questions on the questionnaire; however, they also included certain situational inquiries and justifications for the answers given. The researchers divided the interview results into 5, namely 1) the familiarity with Instagram, 2) the form of Instagram content, 3) the importance of Instagram for English vocabulary learners, 4) the effect Instagram to motivate informants in learning, and 5) the shortcomings of Instagram as a vocabulary learning media.

Findings and Discussion

This section gives the result and analysis based on the gathered data.

Questionnaire

To know the student's factor the researchers focus on two steps, there are:

Table 1. Result of questionnaire

No.	Statements	SD	D	N	A	SA
1.	Instagram aids me in acquiring vocabulary in English	2.9%	0%	11.4%	68.6%	17.1%
2.	Instagram allows me to study vocabulary in English whenever and wherever.	0%	0%	22.9%	45.7%	31.4%
3.	Instagram allows me to choose the vocabulary topic I want to work on.	2.9%	5.7%	28.6%	45.7%	17.1%
4.	Instagram makes learning English vocabulary simple.	0%	0%	17.1%	48.6%	34.3%
5.	Instagram vocabulary learning strengthens learning for oneself	0%	2.9%	22.9%	37.1%	37.1%
6.	Utilizing Instagram to learn English vocabulary is useful because you can read it anytime.	0%	0%	25.7%	42.9%	31.4%
7.	Regular classes assist you greatly expand your vocabulary, according to an Instagram post.	0%	8.6%	25.7%	42.9%	22.9%
8.	You can learn vocabulary from Instagram posts through the caption	2.9%	2.9%	20%	37.1%	37.1%
9.	Using Instagram to learn English vocabulary is enjoyable and engaging.	0%	2.9%	14.3%	45.7%	37.1%
10.	Instagram makes it simple for me to remember the fresh English words you've learned.	0%	2.9%	22.9%	40%	34.3%

According to the first statement in the questionnaire, Instagram aids Instagram users in acquiring vocabulary in English. 17.1% of Instagram users strongly agreed, 68.6% agreed, 11.4% of Instagram users neutral, 0% disagreed, and 2.9% strongly disagreed. Based on Devi et al. (2020), vocabulary is better learned when the meaning of words is represented, such as by an image, an action, or a real object.

The second statement is that Instagram allows them to study vocabulary in English whenever and wherever. 31.4% of Instagram users strongly agreed, 45.7% of Instagram users agreed, 28.9% of Instagram users in neutral, 0% of Instagram users disagreed, and 0% of Instagram users strongly disagreed. It can be inferred that students accepted the freedom to use Instagram whenever and whenever they choose. The primary benefit of adopting Instagram as a teaching tool is that students are already familiar with it (Rokhmawati & Mastuti, 2018).

The third statement is that Instagram allows them to choose the vocabulary topic they want to work on. 17.1% of users strongly agreed, 45.7% of users agreed, 29.6% of Instagram users were neutral, 5.7% of users disagreed, and 2.9% of users strongly disagreed with the statement. The conclusion drawn from the students' responses is that they concur that the Instagram videos give them the freedom to select the vocabulary they wish to hone. Students can find new English terminology on Instagram using the function called feeds, which they have never seen or heard before (Kovida et al., 2022).

The fourth statement claims that Instagram makes learning English vocabulary simple. A total of 34.3% of Instagram users strongly agreed, 48.6%

agreed, 17.1% of Instagram users neutral, 0% of Instagram users disagreed, and 0% of Instagram users strongly disagreed. Students generally believed that Instagram was a simple tool for learning English vocabulary. This is based on the fact that there are a lot of social media accounts, notably Instagram, which can be viewed from anywhere at any time, and that social media users in Indonesia are huge and continue to grow (Woods et al., 2019).

The fifth statement explains Instagram vocabulary learning strengthens learning for oneself. 3.71% of Instagram users agreed, 3.71% of Instagram users strongly agreed, 23.9% of Instagram users neutral, 2.9% of Instagram users disagreed, and 0% of Instagram users strongly disagreed. It may be inferred that the majority of students concur that acquiring English vocabulary through Instagram strengthens learning that is done on one's own. As learners, students are encouraged to use independence to accomplish their learning objectives (Daar, 2020)**.**

The sixth statement demonstrates utilizing Instagram to learn English vocabulary is useful because they can read it anytime. 31.4% of Instagram users strongly agreed, 42.9% of Instagram users agreed, 25.7% of Instagram users were neutral, 0% disagreed, and 0% strongly disagreed. Learners can conclude that Instagram is a good way to acquire English vocabulary because they can watch it again at any moment. The students can store the videos online in case they forget the technical aspects of online learning if they feel they still do not understand the terminology they have learned after seeing the video content several times (Wu, 2013).

The seventh statement outlines how regular classes assist them in greatly expanding their vocabulary, according to an Instagram post. 22.9% of Instagram users strongly agreed, 42.9% of Instagram users agreed, 25.7% of Instagram users were neutral, 8.6% of Instagram users disagreed and 0% of Instagram users strongly disagreed. It can be inferred that students concur that Instagram significantly increases their vocabulary. Additionally, Instagram was used in formal classes with educators' main focus being on increasing student involvement (Erarslan, 2019).

The eighth statements talk about how Instagram users can learn vocabulary from Instagram posts through captions 37.1% of Instagram users strongly agreed, 37.1% of Instagram users agreed, 20% of Instagram users were neutral, 2.9% of Instagram users disagreed and 2.9% of Instagram users strongly disagreed. It can be stated that students concur that the Instagram caption aids in vocabulary learning. Agustin and Ayu (2021) observed that Instagram offers several statements, captions, and movies about English that are meant to be quite fascinating in the hopes that viewers will be amused and readers will not become bored.

The ninth statement demonstrates how using Instagram to learn English vocabulary is enjoyable and engaging. 37.1% of Instagram users strongly agreed, 45.7% of Instagram users agreed, 14.3% of Instagram users were neutral, 2.9% of Instagram users disagreed and 0% of Instagram users strongly disagreed. In order to keep viewers engaged and readers from becoming disinterested. Serang and Sahib (2023) collected a lot of intriguing remarks, captions, and videos regarding English. The author also claimed that using Instagram for learning makes learning enjoyable and joyful.

The last statement is about Instagram makes it simple for them to remember the fresh English words you've learned. 34.3% of Instagram users strongly agreed, 40% of Instagram users agreed, 22.9% of Instagram users were neutral, 2.9% of

Instagram users disagreed and 0% of Instagram users strongly disagreed**.** It can be inferred that students concur that Instagram makes it simple for them to recall new English words. According to Auly et al. (2021), using the Instagram filter can significantly increase learners' understanding of new vocabulary.

Interview

The familiarity of Instagram

The primary benefit of adopting Instagram as a teaching tool is that students are already familiar with it (Mastarini et al., 2021). Judging from the results of interviews with informants below:

> (Informant 1) "Yes, because of the active use of Instagram. Instagram has become a familiar platform and appropriate choice for learning vocabulary."
> (Informant 4) "Yes, because Instagram is an application that I use quite often and is quite familiar, it is also one of the reasons why I use it to learn vocabulary."

Based on the findings of the study on using Instagram to acquire English vocabulary, the researchers claimed that Instagram's primary contribution is that it is widely known, used, and utilized. Many people are already active on Instagram and choose Instagram as a medium for learning.

The form of Instagram content

The main Instagram feeds are in the form of photos and videos, according to Atila and Irnanda (2021), Instagram scripts or written formats of feeds. According to the outcomes of the informant interviews below:

1) Video

> (Informant 2) "It's easier to learn with videos, because they are usually accompanied by text, and you can learn pronunciation at the same time."
> (Informant 3) "I think Instagram posts in the form of videos are more effective because we can learn the vocabulary while understanding the pronunciation, meaning, and intonation."

2) Photo

> (Informant 1) "I would say Instagram photos, from the text or caption more specifically. Because I like reading more than watching."
> (Informant 4) "Instagram posts in the form of photos are more effective for me because I like to read"

The informants are more helped by video posts because they are considered more effective due to Instagram's varied capabilities. In addition, video publications can help in learning the pronunciation of new words. Pronunciation is important for learning vocabulary for some people. Chotimmah et al. (2023) stated that it is important to have clear pronunciation. However, it can be concluded from the interview that reading is a hobby for people. A person who reads tends to be interested in certain genres of literature (Indriastuti, 2021). Reading-based writing will be more beneficial for developing their vocabulary.

The importance of Instagram for English vocabulary learners

According to Rokhmawati and Mastuti (2018), students can expand their vocabulary using Instagram, and they are quite motivated to do so. Considering the outcomes of the student interviews below:

> (Informant 1) "Yes, Instagram has become an important vocabulary learning tool for me because it's an interesting platform with many helpful features."
> (Informant 2) "I think Instagram is very important for learning vocabulary. The application is interesting also I am quite active in using it so the impact in increasing my vocabulary is quite high."

From Instagram, informants will find new words with the many diverse features of Instagram. In learning vocabulary, the more vocabulary you have, the easier it will be to speak, and vocabulary development will be easier, this will also facilitate the process of learning vocabulary by yourself. Thus, Instagram has become an important and interesting medium for learning, especially vocabulary.

The effect of Instagram on motivating Informants' learning

According to Atila and Irnanda (2021), Instagram was seen by students as a motivating medium that promoted learning. Students' motivation might affect their desire to study and their ability to meet learning objectives (Azzahro' et al., 2021). Considering the outcomes of the student interviews below:

> (Informant 3) "The explore feature on Instagram influences my motivation in increasing my learning motivation."
> (Informant 5) "Yes, it is quite motivating because it makes learning easier."

Instagram has been used as one of the learning media. Just as Instagram users want to learn and master vocabulary because they are interested in what they see on Instagram, so it can be said that informants are motivated to learn vocabulary through Instagram. The vocabulary of informants (Instagram users) also increases with the existence of Instagram because they are used to reading and listening to words that appear in their Instagram content so that they are familiar with and used to using a lot of new vocabulary without realizing it. Informants said that learning by using Instagram can help in developing their learning, including vocabulary that they can learn by themselves.

The shortcomings of Instagram as a vocabulary learning media

Instagram does not prioritize delivering the educational information that students want, but many of the photographs and videos there are not what students need to study (Audina & Muassomah, 2020). which can be seen from the interview results below:

> (Informant 4) "The content on Instagram is limited, you can't choose specifically."
> (Informant 5) "The content provided is too mixed, unable to filter only what I want to learn."

In the process of learning English, it will not be separated from the lack of media used for learning itself. Likewise, Instagram also has shortcomings as a medium for learning English vocabulary. From the results of the interview, the informant said that one of the shortcomings is the lack of specific content, the scope is too broad and there are no features that regulate it.

Conclusion

Several inferences may be drawn based on the findings of descriptive qualitative research employing interview techniques and questionnaires on Instagram users who use the platform to learn English vocabulary regarding their impressions of using the Instagram application to do so. When learning English, vocabulary is a crucial skill to have under our belts. By doing so, we may more easily master certain English skills. Instagram was also used as a tool for learning English, and its impact on learners' English skills was studied. Instagram is a rather effective tool for learning English vocabulary, according to this study. The majority of respondents to the questionnaires and interviews agreed that Instagram was crucial for them as a tool for vocabulary learning because of its varied features, which can aid users in expanding their vocabulary. Even though the content is sometimes less detailed, many respondents claimed that Instagram features like captions, videos, and reels might help them find what they are looking for. In this study, the researchers also discovered that practically all of the informants believed Instagram to be an easy and enjoyable learning tool because it is a widely known and used program. Instagram content may also be seen and read again, making it more practical. The limited sample size and multitude of sources are just two of the study's many drawbacks. In later research, a larger sample size can be used to examine student perceptions.

References

Agustin, R. W., & Ayu, M. (2021). The impact of using Instagram for increasing vocabulary and listening skills. *Journal of English Language Teaching and Learning (JELTL)*, *2*(1), 1–7. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index.

Anindita, K., & Noveintine, D. (2022). English education students' perception of Instagram usage as a medium to learn English. *UC Journal: ELT, Linguistics and Literature Journal*, *3*(2), 134–144. https://doi.org/10.24071/uc.v3i2.5388.

Atila, R., & Irnanda, S. (2021). The motivation for using the English language in Instagram captions. *English Language Study and Teaching*, *2*(2), 26–33. https://doi.org/10.32672/elaste.v2i2.3693.

Audina, N. A., & Muassomah, M. (2020). Instagram: Alternatif media dalam pengembangan Maharah Al-Kitabah. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *8*(1), 77–90. https://doi.org/10.23971/altarib.v8i1.1986.

Auly, A. N., Budiman, T. C. S., & Hawa, F. (2021). The effectiveness of Instagram filters to improve students' vocabulary. *Journal of English Language Learning*, *5*(2), 132–141. https://doi.org/10.31949/jell.v5i2.3469.

Azzahro', R., Maghfiroh, A., & Indriastuti, N. R. (2021). Maintaining students' extrinsic motivation in online learning: Teachers' problem. *Proceedings of the 1st International Conference of Education, Social and Humanities (INCESH 2021)*, *581*(Incesh), 1–8. https://doi.org/10.2991/ASSEHR.K.211028.136.

Chotimmah, A. K., Linda, L., & Muntiningsih, R. (2023). The effect of global English on EFL students' motivation to learn English. *IJIET (International Journal of Indonesian Education and Teaching)*, *7*(1), 84–99. https://doi.org/10.24071/ijiet.v7i1.4985.

Daar, G. F. (2020). Students' independent learning implementation during the learning from home period (a study at Unika Santu Paulus Ruteng, Flores). *Journal of Applied Studies in Language*, *4*(2), 313–320. https://doi.org/10.31940/jasl.v4i2.2164.

Devi, T. F., Nurhasanah, N., & Islamiah, N. (2020). *Students' perception of short English video in learning vocabulary at SMA PGRI 1 Banjarmasin*. Paper presented at the International Conference on Social Sciences & Humanity, Economics, and Politics, 140–142.

Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology - TOJET*, *18*(3), 54–69.

Hastomo, T., Marcela, E. D., Ramadhanti, A., Viana, F., & Saftiah, F. (2022). Student's perceptions of using TikTok application for learning English vocabulary. *Lexeme; Journal of Linguistics and Applied Linguistics*, *4*(2), 144–150.

Indriastuti, N. R. (2021). Kesulitan dan strategi mahasiswa prodi pendidikan Bahasa Inggris dalam extensive reading. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, *9*(2), 67-74. http://dx.doi.org/10.24269/dpp.v9i2.4032.

Kovida, P. A., Ambarwati, E. K., & Abas, T. T. (2022). An analysis of secondary school students' perception of using Instagram in learning English vocabulary. *Jurnal Pendidikan Dan Konseling*, *4*, 293–297.

Maghfiroh, A. (2018). Meaningful habit for EFL learners. *Prosiding Seminar Nasional Pendidikan*, 271-277.

Maghfiroh, A., Ciptaningrum, D.S., & Andriyanti, E. (2021). Building students' character in an ICT-based learning; Does it matter? *The 1st International Conference of Education, Social, and Humanities*, 8–17.

Mamudi, S., & Alamry, T. (2021). Students' perception of the use of Instagram to learn English vocabulary. *SintuwumarosoJET: Sintuwu Maroso Journal of English Teaching*, *7*(1), 64-69.

Mastarini, N. M. L., Yulianti, K. A. R., & Sastaparamitha, N. N. A. (2021). Media sosial dan pembelajaran: Study efektifitas Instagram dalam pembelajaran Bahasa Inggris. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, *7*(2), 375–382. https://doi.org/10.30605/onoma.v7i2.1227.

Melliyani, M., & Mardiyati, M. (2022). Digital literacy using Twitter for learning English vocabulary and grammatical. *International Journal of Education, Information Technology, and Others*, *5*(2), 1–9. https://doi.org/10.5281/zenodo.6400026.

Prastyo, Y., Zulkarnaen, Z., & Farhana, S. (2022). The effect of using Instagram captions on students' vocabulary mastery at the twelfth grade of SMA Al-Azhar 3. *Journal of English Educational Study (JEES)*, *5*(1), 122–131.

Rasyiid, R. N., & Maulina, M. (2021). Instagram usage in learning English: A literature review. *Tell: Teaching of English Language and Literature Journal*, *9*(2), 133–146.

Rokhmawati, S., & Mastuti, H. (2018). Penggunaan Instagram untuk meningkatkan penguasaan kosa kata Bahasa Inggris. *Media Penelitian Pendidikan*, *12*(2), 1–23.

Serang, A. H., & Sahib, R. (2023). The effectiveness of using an Instagram application on students' vocabulary size in Papua Senior High School. *Jomantara: Indonesian Journal of Art and Culture*, *3*(1), 1–14. https://doi.org/10.23969/jijac.v3i1.

Verawati, V., Yanto, E., & Fitriyana, W. (2021). Students' perception in Instagram-assisted vocabulary learning with vocabulary self-collection strategy. *International Journal of Education Information Technology and Others (IJEIT)*, *4*(3), 443–451. https://doi.org/10.5281/zenodo.5202908.

Woods, K., Gomez, M., & Arnold, M. G. (2019). Using social media as a tool for learning in higher education. *International Journal of Web-Based Learning and Teaching Technologies*, *14*(3), 1–14. https://doi.org/10.4018/IJWLTT.2019070101.

Wu, L.-F. (2013). A study of factors affecting college students' use of ESL vocabulary learning strategies. *International Journal of Humanities and Social Science*, *3*(19), 202–208.