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EFL Students' Perceptions in Vocabulary Mastery through Instagram

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ABSTRACT

The background of this study emphasizes Instagram as a digital platform where EFL students are able to use it in order to enrich their vocabulary mastery. Due to that situation, this research aims to find out the EFL students' perceptions in vocabulary mastery through Instagram. This study applied mixed method with explanatory sequential design. In collecting the data, the researcher used close-ended questionnaire and semi-structured interview. This research involved 75 EFL students at English Department, FKIP, Universitas Riau class 2022. Among those EFL students, 6 students were chosen to be the interviewees. The finding showed the average mean score of all indicators was 3.65 (medium level). It can be inferred that the participants presented positive perceptions about vocabulary mastery on Instagram. They seemed to be using Instagram often and felt the content of Instagram is interesting which made them feel more motivated to learn vocabulary. With the help of Instagram, EFL students comprehend more about pronunciation, verbs, prepositions, and hyponyms because Instagram provides many contents about them.

1. Introduction

In learning English, there are four basic skills that should be mastered, they are; speaking, listening, reading, and writing (Aydoğan & Akbarov, 2014). These skills cannot be mastered without mastering vocabulary. Vocabulary is the central of language and it is important for English learners to master it (Zimmerman cited in Coady & Huckin, 1998). Since vocabulary is the central of language, it can be concluded that before studying further about four basic skills in English, the first aspect must be learned is vocabulary. As Groot (2002) states in Heriyanto (2018), in mastering four language skills, it is necessary for learners to have rich vocabulary since it is needed in language development activities, like reading, writing, and grammar tasks. Without having a large number of vocabularies, learners will find it difficult to express their feelings and deliver their ideas in oral and written form.

Not to mention they also have struggle in understanding what other people say if they have limited vocabulary.

Based on the researcher's experience, EFL students who want to enrich their vocabulary should attend class in the school or English course. In the class, vocabulary given is limited depending on the materials and the time. So, it takes a long time to master vocabulary. Nowadays, by the development of Information and Communication Technology (ICT), the learning process can be done beyond the class. One example of the development of ICT that can be used as a learning medium is social media, as Ayuningtyas (2018) states that students use their social media not only for communication, but also use it as the facilities to learn anywhere and anytime. From that statement, it seems that social media can be a medium that is suitable for acquiring new vocabulary beyond the class.

There are many kinds of social media, one of them is Instagram. Instagram is the fourth popular social media in the world (Data Reportal, 2023). Beside its popularity, Instagram has several tools that could give advantage in educational purposes linked to linguistic intelligences (Wiktor, 2012). Instagram users are dominated by students, which 30.8% of total users are from 18 – 24 years old (GoodStaats, 2023). Verawati et al. (2021) confirms Instagram is the social media that is most used by students recently. From those statements, it seems Instagram can be used as an online medium to learn English, especially in order to learn new words. In line with it, Diana (2020) states that Instagram becomes into a platform where students are able to use it in order to enrich their vocabulary. In addition, Instagram also has several accounts that specifically post English learning packaged in interesting contents that can also give interesting ways for students to learn vocabulary.

Due to those situations, the researcher is interested in conducting the study entitled "EFL Students' Perceptions in Vocabulary Mastery through Instagram". The purpose of this study was to find out the perceptions of EFL students regarding their vocabulary mastery through the use of Instagram as a learning medium. This research is important because it gives valuable information about EFL students' perceptions in enriching their vocabulary mastery on digital platforms, especially Instagram. By doing this research, the researcher intends to offer the knowledge about the potential of Instagram as a learning medium to enrich vocabulary based on the perceptions of EFL students.

2. Methodology

This research applied mixed-method with explanatory sequential design. Cresswell (2009) states that mixed-method is the method that uses both quantitative and qualitative in one research. The population in this study was EFL students at English Study Program of the class 2022 in Faculty of Teacher Training and Education in Universitas Riau. There were three classes, namely A, B, and C in class 2022 which consisted of 108 students. The sample in this study was class A & B with the total number of students is 75 students. Among those students, 6 students were chosen

to be the interviewees. In collecting the data, the researcher used two instruments; they were close-ended questionnaire and semi-structured interview.

3. Results and Discussion

The purpose of this research finding is to answer the research question in this study, which is “What are the EFL students’ perceptions in vocabulary mastery through Instagram?”. In order to assess the level of EFL students’ perception in vocabulary mastery through Instagram, questionnaire was given to respondents. The questionnaire consisted of 35 statements from 7 indicators; affective aspects, cognitive aspects, psychometric aspects, content words, function words, pronunciation, spelling, collocation, and appropriateness, and meaning relationship. To obtain the further explanation about the finding from the questionnaire, the researcher did interview which consisted of 10 questions.

Affective Aspects

Affective aspects focus on EFL students’ feelings about learning vocabulary through Instagram. The findings of affective aspects can be seen in the Table 1 below.

Table 1. The Findings of Affective Aspects

No	Statements	SD	D	N	A	SA	Total	Mean
1	I like using Instagram.	3 4%	1 1%	2 3%	19 25%	50 67%	76 100%	4.49 (High)
2	The content presented by English learning accounts on Instagram is very interesting for improving vocabulary acquisition.	3 4%	2 3%	11 15%	34 45%	25 33%	76 100%	4.01 (High)
3	Learning vocabulary through reel videos of English learning accounts on Instagram is very interesting and easier to understand than learning from books.	3 4%	3 4%	17 23%	24 32%	28 37%	76 100%	3.95 (High)
4	I prefer using Instagram since it’s simple to use for vocabulary learning.	3 4%	5 7%	20 27%	29 39%	18 24%	76 100%	3.72 (High)
5	I prefer using Instagram to learn vocabulary than any other social media.	6 8%	12 16%	30 40%	22 29%	5 7%	76 100%	3.11 (Med)
6	Instagram makes learning vocabulary	2 3%	5 7%	11 15%	37 49%	20 27%	76 100%	3.91 (High)

more enjoyable and less boring.							
AVERAGE	3.33	4.67	15.17	27.5	24.33	76	3.87
	4%	6%	20%	37%	32%	100%	(High)

Table 1 reveals that affective aspects get the highest mean score compared to other indicators with the average mean score 3.87 which is indicated as ‘high’. It means that EFL students have highly positive perception about this indicator. In this finding, it was found that the majority (92%) of EFL students like to use Instagram. More than half (76%) of EFL students also gave positive responses about the content presented by English learning accounts on Instagram. However, only 36% of EFL students who prefer to use Instagram for learning vocabulary. The findings of this study were supported by the interview results in the following.

S6: “Yes, I like (Instagram). I follow some accounts that post English material, I also join the channels that are created by English learning account.”

S1: “I like using it (Instagram). I usually see make up, food. If I want to learn vocabulary, I will open Aarons English account, I love to follow the English learning account”.

S5: “I usually learn from some English learning accounts. Their contents are funny and interesting. The visual and audio like picture and video given is related to the material. The contents also give examples of the context. Thing that also make it interesting is there are interactive contents. Like polling and quiz”.

S4: “The contents also have cute templates, the creators are creative and the posts are eye-catching. It helps to learn vocabulary because in the class we usually feel bored, but from Instagram with its visual, can make us feel more curious about the material”.

S6: “IG is not suitable for learning the deep knowledge about the vocabulary, because the video’s duration is not long. So, the explanation is not deep”

S4: “In my opinion, learning from other social media like youtube...I don’t really like it, because it doesn’t allow me to multitask. Like... we should really focus on it. On Instagram, we can scroll and reply chats in one time. So it is more practical. And the videos are not as long as on youtube, like only for 2 or 3 minutes”.

According to the interview results, EFL students stated that they follow some accounts that post English material and join the channels that are created by those accounts. The contents about vocabulary regularly appear on their accounts so they learn it unconsciously. This result is supported by Ayuningtyas (2018), who reports that students use their social media not only for communication, but also use it as a

facility to learn anywhere and anytime. EFL students also reported that Instagram contents are funny and interesting. One respondent said that the contents of Instagram have adorable template which is this visual can make them feel more curious about the material. This result is similar to the research had been done by Senolinggi, Damayanti, and Asmin (2020) who found that the majority (42.9%) of students is interested in the topic given by English learning account on Instagram.

EFL students seemed not to really think that Instagram is their preferences to learn vocabulary deeply. They thought that way because of the videos' duration that is not long, which can affect to the material explanation that is not explained deeply. Although there are respondents who give negative perceptions about Instagram as a better medium to learn vocabulary than any other social media, several respondents show the positive perceptions. They preferred to learn vocabulary on Instagram than other social media since Instagram is more updated, practical, easier to understand, and the duration of reels videos are not as long as Youtube, which is only 2 or 3 minutes on average. This result is in line with Batubara and Ariani (2016); Batubara and Batubara (2020); Kristanto (2018) that claims the duration of instructional video should be maximum 6 minutes. It is because the length of videos determines students' interest in watching and following the video's content.

Cognitive Aspects

The second indicator to measure the EFL students' perceptions in learning vocabulary is cognitive aspects. This aspect focuses on knowledge, opinion, expectation, and experience that EFL students get when using Instagram. The findings of the cognitive aspect can be seen in the Table 2.

Table 2. The Findings of Cognitive Aspects

No	Statements	S D	D	N	A	SA	To tal	Me an
7	Instagram helps me in acquiring new vocabularies.	2	2	12	31	28	76	4.0
		3	3	16	41	37	10	8
		%	%	%	%	%	0%	(Hi gh)
8	I am more motivated to learn vocabulary through Instagram due to its various features.	3	4	23	39	6	76	3.5
		4	5	31	52	8	10	5
		%	%	%	%	%	0%	(M ed)
9	I think watching English learning videos is very helpful to learn vocabulary.	2	1	7	30	35	76	4.2
		3	1	9	40	47	10	7
		%	%	%	%	%	0%	(Hi gh)
10	Learning vocabulary using Instagram filter on story helps me to enrich my vocabulary.	2	12	26	28	7	76	3.3
		3	16	35	37	9	10	5
		%	%	%	%	%	0%	(M ed)
11	It is easier for me to memorize new vocabulary that I had read on Instagram.	2	4	19	43	7	76	3.6
		3	5	25	57	9	10	5
		%	%	%	%	%	0%	(M ed)

12	I learn new vocabulary when I interact with others using English on Instagram.	2	8	16	36	13	76	3.6
		3	11	21	48	17	10	(Hi
		%	%	%	%	%	0%	gh)
13	I realize that my vocabulary has improved after using Instagram regularly.	3	8	23	33	8	76	3.4
		4	11	31	44	11	10	(M
		%	%	%	%	%	0%	ed)
AVERAGE		2.	5.	18	34.	14.	76	3.7
		29	57		29	86		2
		3	7	24	46	20	10	(Hi
		%	%	%	%	%	0%	gh)

Table 2 presents about EFL students' perceptions in cognitive aspects. In this indicator the average mean score is 3.72 which means at the high level. This high level is strongly affected by the finding that shows that the majority of EFL students (87%) get more vocabulary from watching reels videos that are created by English learning accounts. The finding of the quantitative data in cognitive aspects also found that there were only 46% of EFL students who thought Instagram's filter, especially that contains vocabulary quiz is helpful to learn vocabulary. The findings of this study were supported by the interview results in the following.

S5: "The Instagram feature that is helpful to learn new vocabulary is reels video. Because it contains many interesting video especially in education and the feature is so easy to use".

S1: "Reels video is interesting and not too long. The visual is very eye-catching, and usually there is example that make us more understand about new vocabulary".

S4: "I also have used IG's filter sometimes, there are vocabulary and grammar quiz. I think it is good too. We can know immediately if the answer is correct or incorrect. But, I rarely use it because that filter is limited".

S3: "Sometimes I found quiz in IG that we can tap on the screen for answering then we can know the correct answer if we wrong, it is interesting and helpful for learning vocabulary".

EFL students claimed that reels videos are interesting because the visuals are eye-catching. Furthermore, that feature is easy to use and also equipped with examples that make them more understand about the new vocabulary. This result is similar to the research that had been done Wulandari (2022) who found that 10 out of 10 participants agreed or strongly agreed about English learning accounts on Instagram are easy way to improve English vocabulary. She also found that a majority of students (90%) also agreed and strongly agreed that they do not feel bored while learning language from English learning accounts on Instagram. The result from the research was done by Syafi'i, Gusmuliana, and Ramadhani (2024) also found that students thought Instagram had interesting content, understandable explanations, and presented the material in a simple way.

Based on the findings, it can be concluded that EFL students feel more understand and interest in learning vocabulary by watching reels videos. It is because reels videos on Instagram are supported by the visuals that attract their attention. This finding is supported by other studies that find more positive responses from students when the learning activities involve videos than when it does not (Dewanti, Ramli, & Rahmawati, 2018; Rahmawati, Santoso, & Andajani, 2017). Fitri and Maghfiroh (2024) in their research also found similar result which the informants mentioned that video posts are helped them more because they are more effective due to Instagram's varied capabilities.

Among Instagram's features, Instagram's filter seems not very popular among EFL students to acquire new vocabulary. It can be seen in the interview result which found that EFL students rarely used Instagram's filter that contains vocabulary quiz because it is not interesting and lack of variety, although they also mentioned it is good for learning vocabulary. It means Instagram filter is the most not used feature by EFL students when learning vocabulary. This finding is in contrast with Lestari and German (2021), who found that students' favorite feature on Instagram is quiz because of its function that seems effective to correct the common errors.

Psychometric Aspects

This third indicator measures the EFL students' perceptions in learning vocabulary in the psychometric aspect. The findings of psychometric aspects are presented in the Table 3 below.

Table 3. The Findings of Psychometric Aspects

No	Statements	S D	D	N	A	SA	Tot al	Me an
14	I often use Instagram.	4	6	5	15	45	76	4.21
		5	8	7	20	60	100	(High)
		%	%	%	%	%	%	
15	I spend more time on Instagram than any other social media.	10	12	14	22	17	76	3.32
		13	16	19	29	23	100	(Medium)
		%	%	%	%	%	%	
16	I take note of the new vocabulary that I have found while using Instagram.	10	23	25	12	5	76	2.72
		13	31	33	16	7	100	(Medium)
		%	%	%	%	%	%	
17	I often save some posts on Instagram that contain new vocabulary.	2	7	24	34	8	76	3.52
		3	9	32	45	11	100	(Medium)
		%	%	%	%	%	%	
18	I try to use new words that I have learned from Instagram in my daily life..	1	7	25	32	10	76	3.57
		1	9	33	43	13	100	(Medium)
		%	%	%	%	%	%	
AVERAGE		5.4	11	18.6	23	17	76	3.47
		7	15	25	31	23	100	(Medium)
		%	%	%	%	%	%	

The third finding can be seen in the Table 3, which is about psychometric aspects. This finding has the lowest mean score (3.47) compared to other indicators. Although the mean score is the lowest, it is at the medium level which still shows

the positive perceptions of EFL students about learning vocabulary through Instagram especially in psychometric aspects. It can be seen in the quantitative result which shows 60% of EFL students strongly agreed that they often use Instagram. However, EFL students seemed not to really prefer to take notes when finding new words on Instagram, it shows in the calculation that only 23% of EFL students who give positive responses about it. The findings of this study were supported by the interview results in the following.

S3: "I always use Instagram almost 10 hours per day"

S4: "Maybe...If I accumulate the frequency of open it is...about 2 – 4 hours per day. It is because I am working, when working I don't open my handphone, but if I open my handphone, I always open Instagram".

S3: "I memorize it. Because it is easier to remember, and... is not very complicated. Like... we don't have to take effort for taking note it".

S4: "Usually I memorize it, I rarely take note of it, because the note can be scattered, so can be difficult to search".

Based on the interview result, it found that EFL students used Instagram in 2 – 10 hours per day which means they were really often using Instagram. This result is different from the research finding from Syafi'i, Gusmuliana, and Ramadahani (2024) who found students using social media for four to five hours a day on average. When finding the new vocabularies on Instagram, EFL students prefer to memorize them because they thought that notes usually can be scattered and hard to find. They also mentioned that it needs more effort for taking notes. Thus, the findings mean that the majority of EFL students preferred to memorize new vocabulary they found on Instagram. This finding is in line with the study conducted by Oanh and Hren (2006) who found that 96% of students prefer to memorize as a strategy to learn vocabulary. In addition, Syafi'i, Gusmuliana, and Ramadahani (2024) also found that some students learn vocabulary using memorization method. Al-Qaysi and Shabdin (2016) remarks that memory strategy gives a positive impact on vocabulary acquisition by making it simpler for students to commit new words to memory. Although giving positive impact, Li and Cummins (2019) emphasizes that when learning vocabulary, it is not necessary to use memorization strategies because it can cause problems for students who have limited memory capacity. The finding in this study is different from the study that was done by Arochman et.al (2023) which shows different result which found 71.4% of students preferred to write down the new words in notes to help them memorize it. In line with it, Jin and Webb (2021) claim that taking note contributes positively to vocabulary learning.

Content Words

The findings of content words show the judgment of EFL students on their understanding of classes of word (noun, adjective, verb, and adverb) when using Instagram. Detailed findings of the content words can be seen in Table 4.

Table 4. The Findings of Content Words

No	Statements	SD	D	N	A	SA	Total	Mean
19	Instagram helps me in comprehending the classes of words (noun, adjective, verb, and adverb).	1	8	27	33	6	76	3.47
		1%	11%	36%	44%	8%	100%	(Med)
20	I can comprehend the nouns because of using Instagram.	3	7	27	35	3	76	3.37
		4%	9%	36%	47%	4%	100%	(Med)
21	Using Instagram regularly makes me familiar with types of verb.	1	7	17	41	9	76	3.67
		1%	9%	23%	55%	12%	100%	(High)
22	Watching English learning video on Instagram supports me to know the various forms of adjectives that I didn't know yet.	2	5	19	40	9	76	3.65
		3%	7%	25%	53%	12%	100%	(Med)
23	Following English learning account on Instagram makes me comprehend the types of adverbs.	2	5	19	39	10	76	3.67
		3%	7%	25%	52%	13%	100%	(High)
AVERAGE		1.8	6.4	21.8	37.6	7.4	76	3.57
		2%	9%	29%	50%	10%	100%	(Med)

Table 4 shows about content word whose average mean score is 3.57. It means EFL students have positive perception about learning content words on Instagram. Based on quantitative data, it found that the content word that EFL students most understand is the verb. It can be seen that 67% of EFL students give positive responses about it. This result is then followed by adverbs and nouns, which there are 49 EFL students who showed positive response about learning adverbs on Instagram, and only 38 EFL students who agreed about comprehending nouns because of Instagram. The findings of this study were supported by the interview results in the following.

S2: "I think I find verbs more, because it usually appear on my algorithm. I don't especially learn the order of it in the sentence. Maybe only the types".

S5: "The contents that appear in my Instagram mostly about ... adverb, like kinds of adverb, so I more understand about it".

S6: "I more comprehend learning noun in the class, because IG doesn't explain it deeply".

According to the interview, most of EFL students stated that the content about verbs often appears on Instagram. Whereas, they thought Instagram does not really help in understanding nouns because of the lack of content about it. This means the content that Instagram provides seems not evenly spread in terms of content word. Moreover, EFL students also seemed not to really focus on it when using Instagram because they think it is quite easy and they already understand it in the class. This

finding is in line with Maili and Sondari (2022) who found that students felt parts of speech are one of the easy topics when learning English language.

Function Words

The findings of function words show the judgment of EFL students on their understanding of prepositions, conjunctions, articles, auxiliaries, and particles when using Instagram. Detailed findings of the function words can be seen in the Table 5 below.

Table 5. The Findings of Function Words

No	Statements	SD	D	N	A	SA	Total	Mean
24	I can comprehend the use of preposition in the text found on Instagram.	2	6	20	35	12	76	3.65
		3%	8%	27%	47%	16%	100%	(Med)
25	Instagram helps me in choosing the right conjunction when writing the text.	1	10	24	30	10	76	3.51
		1%	13%	32%	40%	13%	100%	(Med)
26	Instagram makes me understand how to use the proper form of articles in a text.	1	13	22	32	7	76	3.41
		1%	17%	29%	43%	9%	100%	(Med)
27	Instagram makes me comprehend the use of the auxiliaries.	1	9	24	32	9	76	3.52
		1%	12%	32%	43%	12%	100%	(Med)
28	Following English learning account on Instagram makes me memorize the examples of particle.	2	7	24	30	12	76	3.57
		3%	9%	32%	40%	16%	100%	(Med)
		1.4	9	22.8	31.8	10	76	3.53
AVERAGE		2%	12%	30%	42%	13%	100%	(Med)

The findings of function words in Table 5 reveal positive perception from EFL students. It is indicated by the medium level of mean score in this indicator (M=3.53). According to the findings, more than half (63%) of EFL students comprehend more about the preposition on Instagram. However, they do not really understand about the use of articles by the help of Instagram which was identified by only 39 of them who gave positive responses about it. Its mean score is also the lowest in this indicator although the mean score is still at medium level (M=3.41). The findings of this study were supported by the interview results in the following.

S1: "I think I more understand about preposition. We can see its relation with object or something. So, the use of it will be more clear. I found it in the caption, in feeds. I feel helped to understand it because of Instagram".

S4: "For articles, the content is not often, maybe because the average people have known about the use of a or an so it is not often to be made to a content, so it doesn't help".

From the interview result, it was found that the reasons why EFL students are comprehend more about prepositions compared to other types of function words are because prepositions are often used and often appear on Instagram. They usually found it in captions and reels. Moreover, the average of EFL students ever found the articles much on Instagram especially in captions but rarely in the contents. Thus, they also mentioned that Instagram does not really help because many people already known them. From that, it can be concluded that EFL students understand about prepositions more by the help of Instagram because there are many contents about it on Instagram, especially in captions and reels videos. This result is in line with the study that had been done by Novika (2021) who found that most students have positive perception about the use of online video learning in understanding the preposition.

Pronunciation, Spelling, Collocation, and Appropriateness

This indicator focuses on the EFL students' perceptions in learning vocabulary, especially its pronunciation, spelling, collocation, and appropriateness with the help of Instagram. The findings are presented in Table 6 below.

Table 6. The Findings of Pronunciation, Spelling, Collocation, and Appropriateness

No	Statements	SD	D	N	A	SA	Total	Mean
29	Watching English learning videos on Instagram makes me remember the correct pronunciation of the new vocabularies.	2	4	17	28	24	76	3.91
		3%	5%	23%	37%	32%	100%	(High)
30	Instagram helps me in memorizing the correct spelling of new vocabulary.	2	4	18	32	19	76	3.83
		3%	5%	24%	43%	25%	100%	(High)
31	Instagram helps me to comprehend the collocation that I found on the text or caption on Instagram.	2	4	21	34	14	76	3.72
		3%	5%	28%	45%	19%	100%	(High)
32	Instagram helps me in choosing the appropriate word in writing the caption or text in different theme.	1	3	20	39	12	76	3.77
		1%	4%	27%	52%	16%	100%	(High)
AVERAGE		1.75	3.75	19	33.25	17.25	76	3.81
		2%	5%	25%	44%	23%	100%	(High)

Table 6 presents the sixth finding which is about pronunciation, spelling, collocation, and appropriateness. This indicator shows the highly positive perception from the EFL students with the average mean score 3.81 (high level). The findings reveal that among elements of vocabulary, 69% of EFL students

thought that Instagram is more helpful in remembering the correct pronunciation of new words. Moreover, although it obtains the lowest mean score in this indicator ($M=3.72$), EFL students also seemed to understand the collocation because of Instagram. The findings of this study were supported by the interview results in the following.

S2: “Instagram is also helpful in learning collocation. Because there are contents that explain about it. Usually it can be found on English learning accounts”.

S1: “I think pronunciation. Like if there is new word and I feel confused how to pronounce it, so then if I scroll and there is video how to pronounce that word I watch it then I know the pronunciation of that word”.

The findings of the qualitative data show that EFL students thought Instagram helps them in comprehending the collocation. It is because English learning accounts on Instagram sometimes provide the content about it which makes them acquire more collocation words. According to the interview result, EFL students also know the correct word's pronunciation because of many reels videos on Instagram that use English. This means that the exposure of watching and listening native speakers on videos can influence the knowledge of EFL students about correct pronunciation. This result is similar to Fitri and Maghfiroh (2024) who found that video publications on Instagram can help in learning new words' pronunciation. Azlan, Zakaria, and Yunus (2019) confirm that students can improve their pronunciation by the help of Instagram because several English learning accounts on Instagram often show how to pronounce correctly. Moreover, in this study, it was found from the interview results that watching reels videos on Instagram can also make EFL students acquire new vocabulary. This finding is in line with Flege et al. (1999) who states that learners who focus on pronunciation develop more accurate phonological representations, which positively impacts vocabulary acquisition. Nation (2001) also shows that listening to correct word pronunciations helps vocabulary acquisition.

Meaning Relationship

This indicator focuses on EFL students' perceptions in learning vocabulary, especially the relation with the meaning of another word. The findings are presented in the Table 7 below.

Table 7. The Findings of Meaning Relationship

No	Statements	SD	D	N	A	SA	Total	Mean
33	I can connect the new vocabulary to its synonyms because of using Instagram regularly.	2	6	23	32	12	76	3.61
		3%	8%	31%	43%	16%	100%	(Med)
34	I can connect the new vocabulary to its antonym because the help of Instagram.	5	6	26	28	10	76	3.43
		7%	8%	35%	37%	13%	100%	(Med)

35	Instagram helps me connecting the specific word with the more general word.	2	4	25	32	12	76	3.64
		3%	5%	33%	43%	16%	100%	(Med)
AVERAGE		3	5.33	24.67	30.67	11.33	76	3.56
		4%	7%	33%	41%	15%	100 %	(Med)

Table 7 contains the seventh finding which is about meaning relationship. This finding shows the medium level of average mean score ($M=3.56$). This average mean score means EFL students have positive perceptions about learning meaning relationships on Instagram although it is not high. The quantitative result shows that more than half of EFL students (59%) stated that Instagram helps them in connecting the specific word with the more general word (hyponym). Synonyms and antonyms also achieved positive perceptions with the medium level of mean score ($M=3.61$ & 3.64). This data are strengthened by qualitative results in the following.

S3: “I’ve ever connect the word with the word that is more general because of watching reels on Instagram, like I can mention that kitten and cub is the example of animal’s child because I’ve seen it on Instagram”.

S4: “For hyponym, I think IG is helpful to understand it, because on Instagram usually there are accounts that post about words that belong to a thing, for example there is a post that mention the nationality, like Korean is the people who is from Korea originally, Canadian is people who originally from Canada”.

S1: “The antonym is more often. Because it is easier to connect the word with its antonym”.

The interview results found EFL students have connected the word with its hyponym because they often see the content that posts about it on Instagram. For instance they can relate cub and kitten to animals’ child. This result is supported by a study conducted by Sotoudehnama and Soleimanifard (2013) that found using hyponym was the most effective method to learn vocabulary. Based on the interview result, EFL students also often connected the new word they found on Instagram with its antonym. This means meaning relationship helps them to acquire new vocabulary as Thuy (2024) states that connecting the new word with its synonyms, antonyms, and hyponyms can help EFL students to understand a word deeply and help them to remember the relationships between words. Santoshi (2011) also confirms that sense relations, such as synonyms, antonyms, and hyponyms can be used to learn the meaning of new words.

In this study, the total average score is 3.65 which shows the medium level or positive. The highest average score indicator is affective aspects with the total score is 3.87, which is at high level or highly positive (Al-Nouh, 2015). The second

highest average score is pronunciation, spelling, collocation, and appropriateness which achieved 3.81 (high level). The lowest average score is from psychometric aspects (3.47), although this score is at medium level or positive. Based on the results, the researcher concluded that EFL students have positive responses about Instagram as a medium to master vocabulary. It supports the study that had been done by Indarni (2023) who found that the average of participants agree that Instagram has impact on their vocabulary mastery. This result is also similar to Syafi'i, Gusmuliana, and Ramadhani (2024) who found that most of students had positive perception about Instagram as mobile learning that can support them to learn vocabulary. Mamudi and Alamry (2021) also found that Instagram got positive responses from students and can be a good medium to learn vocabulary. Although EFL students have positive responses about learning vocabulary on Instagram, they show a negative response about writing down new vocabulary on notes that they found on Instagram. It is different with Arochman et al. (2023) who found that students prefer to take notes of new vocabulary in notes to help them to memorize it.

4. Conclusion

According to the data obtained and discussion, it can be concluded that the perceptions of EFL students about vocabulary mastery through Instagram is categorized 'medium' or positive. The findings discover that the EFL students like using Instagram because they seem to use it often. EFL students feel that the content presented by Instagram is interesting because it has adorable visual which make them feel more motivated to learn vocabulary. When finding new vocabulary, the average of EFL students prefers to memorize it rather than taking note of it because it does not need much effort. Furthermore, the finding found that EFL students comprehend pronunciation more by the help of Instagram as a result of a large number of videos using English on there. In addition, they also seem more comprehend about verbs, prepositions, and hyponym because Instagram provides many contents about them.

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