

## Exploring the Influence of Instagram Usage on English Education Students' Vocabulary Acquisition at UKI Toraja



Roni La'biran<sup>1</sup>, Tisa Triana Ruung<sup>2</sup>, Yizrel Nani Sallata<sup>3</sup>

<sup>1,2,3</sup> Universitas Kristen Indonesia Toraja, Jl Nusantara no 12 Makale Tana Toraja -Indonesia

**ABSTRACT:** The objective of this research is to find out how is the impact of Instagram usage in learning vocabulary of English Education students' at UKI Toraja. In order to achieve the objectives of this research, researchers used quantitative research, the population of this research were students of UKI Toraja, especially the English Education Department in the years 2019, 2020, 2021, and 2022. The researcher used purposive sampling in the research. The number of respondents is 25 students. The results of this research are the total item score is 1.534. Maximum item score is 2.000, so total index percentage is 76.7% and Likert Scale show that 76- 100% category into Very High. Very High impacts (76.7%), very high impact of Instagram is : Assisting vocabulary search with Instagram's hashtag, utilizing diverse content formats such as images, videos, and text, help students understand and remember vocabulary more effectively, engaging with the community, helps students reinforce vocabulary through the creation of short stories, collaborating with other users on Instagram to create vocabulary-based projects enhances the learning experience, games and quizzes motivate students to engage more actively, participating in live sessions for vocabulary learning activities is an effective way to connect with other learners, students discover new vocabulary through trending hashtags on Instagram, visual content, including images and videos, aids students in understanding the context in which vocabulary is used, Interaction with native speakers or proficient users on Instagram improves vocabulary usage. In line with the results of the above analysis, the researchers concluded in this research that using Instagram while learning vocabulary can have a very high impact for English Education students at UKI Toraja

**KEYWORDS:** Instagram, Vocabulary, Learning, English education, students

### I. INTRODUCTION

In the era of globalization, the use of English has become increasingly prevalent, especially in the field of education. English is widely recognized as the international language of communication, and its importance cannot be overstated. (Butt, 2017) In English language education, the acquisition of four fundamental skills listening, speaking, reading, and writing is considered essential. However, amidst these skills, vocabulary emerges as a linchpin that holds the key to effective language proficiency (Schmitt et al., 2017). Comprehensive vocabulary knowledge is a cornerstone, without which enhancing these core skills becomes a formidable challenge.

Vocabulary stands as one of the most vital components of the English language (Br Simamora & Oktaviani, 2020), making it especially critical for those learning English as a foreign language. Limited vocabulary can often hinder students from effectively conveying their thoughts and comprehending ideas presented to them. (Collier & Morgan, 2008) The mastery of vocabulary, or rather the lack thereof, consistently presents one of the most significant challenges in English language learning, particularly for those pursuing it as a foreign language.

Real-life statistics tell a compelling story (Hariyati, 2019): a staggering 70% of our waking hours are spent in various forms of verbal communication, with listening occupying a substantial 45% share, while writing accounts for 9%, reading for 16%, and speaking for 30%. Language learning, therefore, is not merely a pursuit driven by interest; it is primarily rooted in the need for effective communication. Within the learning process, addressing vocabulary deficiencies becomes a paramount task.

Social media, in particular, has evolved beyond mere convenience and comfort, bringing about new means of remote communication and self-expression (Dinda Marta Almas Zakirah, 2018). Among these platforms, Instagram has become a favorite among students and young people, serving as a space for self-expression and the formation of personal identities. This phenomenon piques our interest in how Instagram may impact students' self-image and, more importantly, how it can be leveraged for educational purposes.

(Evenddy & Hamer, 2016) In today's digital age, social media has seamlessly integrated into the daily lives of students, with Instagram emerging as a prominent choice. Students frequently use Instagram for sharing photos, videos, and interacting with

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their peers. Features like "Stories" and "Reels" can be harnessed to deliver engaging and dynamic learning content. Consequently, investigating the potential of Instagram as a tool for learning English vocabulary is both pertinent and intriguing.

(Hake, 1998) Traditional methods of English vocabulary learning, like textbooks and face-to-face instruction, may sometimes fall short in capturing students' interest and attention. (Hassanzadeh et al., 2012) With the advent of technology and the widespread use of Instagram, this research seeks to explore whether integrating Instagram can invigorate student motivation and engagement in English vocabulary learning.

This research draws upon students' feedback and observations from UKI Toraja, revealing a notable trend: the prevalent use of social media, especially Instagram, as a means of communication and learning. Social media, including Instagram, has seamlessly integrated into students' daily lives and educational processes.

Therefore, this study aims to investigate the impact of Instagram on English vocabulary learning, taking place at UKI Toraja. It aspires to shed light on the potential of Instagram as a transformative educational tool.

## II. RESEARCH METHOD

In this research, the researcher used a quantitative method. The research method involved the collection, analysis, and interpretation of numerical data to test hypotheses or answer research questions (Creswell & Creswell, 2017). The population of this research was students of UKI Toraja, especially the English Education Department in the years 2019, 2020, 2021, and 2022. The researcher used purposive sampling in the research. The sample of the research was 25 students. In this research, the researcher used the descriptive analysis to collect the data through questionnaire. Data from questionnaire calculate by used likert scale.

## III. RESULT AND DISCUSSION

In this section, we gathered data from 25 students and assessed the questionnaire by analysing the responses as a percentage. The findings were then used to provide a comprehensive explanation for each question item.

**Table 1. Index score and Index percentage**

Item	Strongly Agree			Agree			Disagree			Strongly Disagree			N	Total Index Score	Max Score	Index Percentage
	T	Pn	Index Score	T	Pn	Index Score	T	Pn	Index Score	T	Pn	Index Score				
1	6	4	24	16	3	48	3	2	6	-	1	-	25	78	100	78%
2	4	4	16	18	3	54	3	2	6	-	1	-	25	76	100	76%
3	7	4	28	16	3	48	2	2	4	-	1	-	25	80	100	80%
4	4	4	16	16	3	48	4	2	8	1	1	1	25	73	100	64%
5	7	4	28	15	3	45	3	2	6	-	1	-	25	79	100	79%
6	12	4	48	11	3	33	2	2	4	-	1	-	25	85	100	85%
7	5	4	20	16	3	48	4	2	8	-	1	-	25	76	100	76%
8	6	4	24	13	3	39	6	2	12	-	1	-	25	75	100	75%
9	3	4	12	16	3	48	5	2	10	1	1	1	25	71	100	71%
10	3	4	12	18	3	54	4	2	8	-	1	-	25	74	100	74%
11	4	4	16	17	3	51	4	2	8	-	1	-	25	75	100	75%
12	5	4	20	17	3	51	3	2	6	-	1	-	25	77	100	77%
13	3	4	12	16	3	48	6	2	12	-	1	-	25	72	100	72%
14	7	4	28	13	3	39	5	2	10	-	1	-	25	77	100	77%
15	7	4	28	15	3	45	2	2	4	1	1	1	25	78	100	78%
16	9	4	36	11	3	33	5	2	10	-	1	-	25	79	100	79%
17	6	4	24	17	3	51	2	2	4	-	1	-	25	79	100	79%
18	7	4	28	16	3	48	1	2	2	1	1	1	25	79	100	79%
19	4	4	16	12	3	36	8	2	16	1	1	1	25	69	100	69%
20	9	4	36	14	3	42	2	2	4	-	1	-	25	82	100	82%
<b>Total Item Score</b>														<b>1.534</b>		
<b>Maximal Item Score</b>														<b>2.000</b>		
<b>Score Item Percentage</b>														<b>76.7 % (Very High)</b>		

In the table above, it's explained that item 1 until 20 shows about students' perceptions towards The impact of Instagram usage in Learning vocabulary of English Education students' at UKI Toraja

The findings from the data analysis of the questionnaire in this study underscore the substantial impact of Instagram usage in enhancing English vocabulary learning among students at UKI Toraja. The mean score of 76.7% classifies this impact as "Very High," indicating that a majority of students have experienced positive effects on their vocabulary acquisition through Instagram. Several key aspects contribute to this high impact as elucidated in the data analysis:

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1. Hashtags for Vocabulary Learning: The results indicate that Instagram's use of hashtags assists students in learning new vocabulary within contextual frameworks (item 1, 8, 10). This feature aids in introducing vocabulary in its relevant context, enhancing comprehension and retention.
2. Multimodal Content for Comprehension: Instagram offers diverse content formats, including images, videos, and text, which promote a multimodal approach to vocabulary learning (Item 2, 9, 17). Engaging with multiple content types facilitates better understanding and memory retention of vocabulary.
3. Interactive Learning Community: Instagram's interactive nature fosters engagement with a community of users sharing similar interests (Item 3, 11, 19). Interaction with peers within the context of vocabulary learning encourages authentic usage and practice.
4. Storytelling for Vocabulary Integration: The use of storytelling on Instagram enhances comprehension and memory of vocabulary by creating short stories involving the target vocabulary (Item 4, 12, 20). This storytelling approach immerses learners in practical vocabulary use.
5. Collaborative Learning: Instagram can serve as a collaborative platform where users collaborate on vocabulary-based projects (Item 5, 13). This collaborative aspect enriches the learning experience by encouraging teamwork and project-based vocabulary exploration.
6. Gamification for Motivation: The integration of games and quizzes within Instagram enhances student motivation and engagement in vocabulary learning (Item 6, 14). Gamification adds an element of fun and competition to the learning process.
7. Live Features for Interactive Learning: The use of Instagram's Live features creates an interactive learning environment where users can actively participate in discussions, Q&A sessions, and vocabulary sharing (Item 7, 15, 18). This real-time engagement fosters a dynamic and immersive learning experience.

The findings of this study align with the research conducted by Alfu et al. (2021) in their study titled "The Effect of Instagram in Learning Vocabulary of Third Semester Students at English Tadris Study Programme in IAIN Palu Academic Year 2020/2021." Alfu's research similarly highlights the significant benefits of utilizing Instagram as a medium for active and creative knowledge exploration by both teachers and students.

The substantial index percentage of 76.7% derived from the questionnaire data strongly supports the conclusion that Instagram has a positive and very high impact on English vocabulary learning among students at UKI Toraja. This data not only affirms the effectiveness of Instagram as a pedagogical tool but also reflects its potential in transforming the dynamics of vocabulary acquisition in an educational context.

### CONCLUSIONS

In summary, the findings of this research suggest that Instagram offers a dynamic and engaging platform for English vocabulary learning, and its impact is notably positive among students. This reinforces the notion that leveraging social media, particularly Instagram, can be a valuable addition to the arsenal of tools for enhancing language learning in educational settings. The researcher hopes that this research can guide them as references and use better techniques to conduct the next research.

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