

**The Integration of Social Media in Developing English Vocabulary Skills
and Its Impact on Students Learning Motivation**

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ABSTRACT

Learning English as a Foreign Language (EFL) presents challenges, particularly in vocabulary acquisition. This study examines the integration of social media, specifically Instagram, in enhancing students' vocabulary skills and its impact on learning motivation. A quantitative experimental design was employed, involving pre-tests, treatment, and post-tests on students from STKIP Pangeran Antasari. The findings indicate a significant improvement in vocabulary acquisition, with post-test scores showing an increase from an initial 33.33% mastery level to 93.33%. Moreover, students' motivation significantly increased, as evidenced by post-questionnaire results. The study suggests that social media can be an effective supplementary tool for vocabulary learning, providing interactive and engaging learning experiences.

Keywords: Vocabulary Learning, Social Media, Instagram, EFL Students, Learning Motivation

ABSTRAK

Belajar Bahasa Inggris sebagai Bahasa Asing (EFL) menghadirkan tantangan, khususnya dalam penguasaan kosakata. Penelitian ini mengkaji integrasi media sosial khususnya Instagram dalam meningkatkan kemampuan kosakata siswa dan dampaknya terhadap motivasi belajar. Desain eksperimen yang digunakan adalah kuantitatif yang meliputi pre-test, treatment, dan post-test pada mahasiswa STKIP Pangeran Antasari. Temuan ini menunjukkan peningkatan yang signifikan dalam penguasaan kosakata, dengan skor post-test menunjukkan peningkatan dari tingkat penguasaan awal 33,33% menjadi 93,33%. Selain itu, motivasi siswa meningkat secara signifikan, terbukti dari hasil pasca angket. Studi ini menunjukkan bahwa media sosial dapat menjadi alat pelengkap yang efektif untuk pembelajaran kosakata, memberikan pengalaman belajar yang interaktif dan menarik.

Kata Kunci: Pembelajaran Kosakata, Media Sosial, Instagram, Siswa EFL, Motivasi Belajar

INTRODUCTION

Learning English as a Foreign Language (EFL) can be hard for students. They often have trouble gaining enough vocabulary to assist with other language skills (like speaking, reading, listening, and writing). Vocabulary is super important for being good at a language. Things can be challenging for EFL learners in places where English

isn't spoken much. They miss out on chances to hear and use real English, making it harder to pick up new words. Because of this, they might feel a bit unsure of themselves when they try to speak. Studies (Fajriah, 2024) and (Zahro, 2020) show that not having enough words can make students hesitate and slow their other language skills from improving.

Even though this scenario seems to be complicated, it requires some innovations in terms of teaching methods that facilitate learners acquiring vocabulary that is meaningful in real-life contexts. Platforms in social networking, such as Instagram, can be of assistance as they give students opportunities to see and make use of vocabulary in their proper contexts. Thus, it is a better way to acquire vocabulary, and it can even be more fun than conventional teaching. In the last few years, linguistic issues have become a real bane in EFL classes, and technology has been more extensively employed by teachers in these classes, students' social media has turned out to be a really good deal to teach a language. As noted (AL, 2021) in their work published in the NOBEL Journal, it is much simpler to study a foreign language thanks to social media, which is related to learning a language since it includes interaction, pictures, and sounds that can be linked to real life. Faisal (2023) states that the effectiveness of the use of Instagram to teach students how to make descriptions is that it is interesting and allows students to view ideas, which facilitates learning. By integrating such media that the students are comfortable with, the teachers can enhance the overall involvement of learners and foster warm relations within the class for the students of English as a foreign language.

Use of Social Media in Foreign Language Acquisition As video can be used in learning, social network use within the context of language classrooms is also effective in the motivational aspect, particularly with the use of interactive and attractive Instagram (Nurmufidah, 2018). Such interest is important as it allows students to practice and contribute. The study (Nurfadillah, 2024) shows how Instagram managed to attract students and provide exposure to the target language. Nevertheless, it is necessary as long as it is fun and authentic for the students. (Wahdini, 2024) Instastory has been reported to assist in improving students' confidence, with proof in my investigation which is the normal distribution testing, that there exists a relationship between now and the time before InstaStory Student Learning Content Creator Significance Instagram Against TeacherList Community The ability to create content that encourages students performance anxiety creates exposure good learning atmosphere Source Managed Published at Universitas Indraprastha PGRI Jakarta Such a motivational boost sometimes can be traced back to their relative ease and comfort of browsing social, In these students, the master of English seems to be a leisurely login, because it is interesting, simple, and makes sense, it is easy to approach.

Other studies on social media in the context of English vocabulary development, such as (Anwas, 2020) and (Alghofariyah, 2023), mostly regard social media as an additional aspect rather than an integral part of vocabulary acquisition

or motivation enhancement. For us, particularly in our research, "The Integration of Social Media in Building English Vocabulary and Its Impact on Student Motivation" differs from previous studies because one of the aims of this research is to examine the effects of social media (especially Instagram) on students' EFL (English as a Foreign Language) vocabulary development programs and its lasting impact on learning motivation. This investigation focuses on the potential of Instagram as a tool for 'vocabulary expansion' used by EFL students and the conceptualization of vocabulary learning efficiency. Therefore, our effort addresses an important issue in the previously published literature by asserting that Instagram should not be treated as an additional supporting medium but rather as one of the core teaching tools with significant potential to enhance vocabulary courses and the motivation of EFL students. Problem of the study.

RESEARCH METHOD

The current study adopts a quantitative experimental design to provide an in-depth analysis of students' comprehension of various Instagram features (Posts, Reels, Stories) and their motivation to learn English. Data is collected through students' self-reports and reflections, offering detailed insights into how their experiences, emotions, and personal contexts shape their use of Instagram for vocabulary development with observation and questionnaire, pre-tests, treatments, and post-tests. This approach explores the nuances of how Instagram's features impact students' engagement and vocabulary acquisition, aiming to reveal patterns and provide a deeper understanding of how social media can be used effectively in language learning.

FINDING AND DISCUSSION

This chapter presents the findings from the research to evaluate the integration of Instagram in developing students' English vocabulary skills and its impact on learning motivation. The findings are derived from quantitative data collected through pre-tests, questionnaires, and post-tests, providing measurable insights into students' progress. The pre-test results establish their initial vocabulary proficiency, while the questionnaire captures their motivation and engagement with online learning. The post-test assesses vocabulary improvement after the learning intervention. Additionally, the study was conducted over 30 days using Instagram-based learning materials, allowing an analysis of how sustained social media engagement influences vocabulary acquisition and motivation. The discussion integrates these findings with previous studies and theoretical frameworks to provide a comprehensive understanding of social media's role in English learning.

Findings

Observation

The initial phase of the observation involved identifying and ensuring that the students had access to the internet and were active users of Instagram. This step was crucial to determine the feasibility of integrating social media into their learning process. Additionally, we confirmed the students' availability and willingness to participate in online learning as a supplementary method for developing their vocabulary skills. These preliminary steps ensured that the intervention would be effectively implemented and tailored to the student's needs and digital habits. The questionnaire was administered manually in the classroom, comprising 15 questions designed to gather baseline data on students' perceptions of online English learning. The questions aimed to assess their familiarity and experience with using social media for educational purposes.

Pre-questionnaire

Table 1. Pre-questionnaire

Questionnaire	Response Option			
1. Do you feel motivated to learn new vocabulary when using social media platforms?	Disagree	Neutral	Agree	Strongly Agree
2. Do you enjoy learning new words through online content, such as videos, blogs, or social media posts?	Disagree	Neutral	Agree	Strongly Agree
3. Do you feel more interested in studying English when using social media than traditional learning methods?	Disagree	Neutral	Agree	Strongly Agree
4. Are you more motivated to enhance your vocabulary through additional learning using social media, or do you prefer to attend offline extracurricular activities?	Disagree	Neutral	Agree	Strongly Agree
5. Do you feel more motivated when you can choose the type of online content that helps you learn vocabulary?	Disagree	Neutral	Agree	Strongly Agree
6. Do interactive social media features (such as quizzes, polls, or comment sections)	Disagree	Neutral	Agree	Strongly Agree

make learning English more enjoyable for you?				
7. Are you more motivated to learn English vocabulary when using social media compared to textbooks or worksheets?	Disagree	Neutral	Agree	Strongly Agree
8. Do you find it easier to stay consistent in learning English when using social media rather than attending structured classes?	Disagree	Neutral	Agree	Strongly Agree
9. Do you feel more encouraged to learn English when engaging with social media content created by teachers or influencers?	Disagree	Neutral	Agree	Strongly Agree
10. Would you prefer learning English vocabulary through social media rather than traditional classroom activities if both options were available?	Disagree	Neutral	Agree	Strongly Agree
11. Do you feel a sense of achievement when you successfully learn and use new vocabulary found on social media?	Disagree	Neutral	Agree	Strongly Agree
12. Does learning vocabulary through social media make you feel more confident in using English in daily conversations?	Disagree	Neutral	Agree	Strongly Agree
13. Do you feel more engaged when learning vocabulary through social media compared to traditional classroom methods?	Disagree	Neutral	Agree	Strongly Agree
14. Are you more likely to continue learning new words	Disagree	Neutral	Agree	Strongly Agree

when social media content aligns with your interests?				
15. Do you feel more motivated to learn vocabulary when receiving positive feedback (likes, comments, or shares) on your social media posts?	Disagree	Neutral	Agree	Strongly Agree

The pre-questionnaire was administered to assess students' initial motivation for learning vocabulary through social media. Its purpose was to gather baseline data on their interest, engagement, and preferences before participating in the study. By analyzing their responses, the questionnaire helped determine their attitudes toward online vocabulary learning and provided a reference for measuring any changes in motivation after the intervention.

To analysis the results of the pre-questionnaire, a Likert scale with four response categories was used: disagree (1), neutral (2), agree (3), and strongly agree (4). Data were collected from 30 participants who answered 15 questions, resulting in a total of 450 responses.

The calculation was performed by summing all the scores from participants' responses and dividing by the total number of responses. The formula used is:

$$\bar{X} = (\sum(f \times x)) / N$$

Where:

- \bar{X} is the mean score,
- f is the frequency of each response category,
- x is the numerical weight assigned to each category,
- N is the total number of responses (30 participants \times 15 questions = 450 responses).

Based on the analysis, the majority of participants selected either disagree or neutral, resulting in a mean score of only 1.89. This indicates that their initial motivation to learn vocabulary through social media was relatively low.

Additionally, the response distribution was calculated as follows:

- 40% (approximately 180 responses) selected disagree
- 35.11% (approximately 158 responses) selected neutral
- 16.44% (approximately 74 responses) selected agree
- 8.44% (approximately 38 responses) selected strongly agree

These findings indicate that before the study began, most participants were not highly motivated to learn vocabulary through social media. This data serves as an essential baseline to assess changes in motivation after engaging in social media-based learning, which will later be compared to the post-questionnaire results.

Pre-Test

The data collection process began with the pre-test, which aimed to measure students' initial level of vocabulary knowledge before the intervention. The pre-test consisted of 20 multiple-choice questions designed to assess their comprehension skills and determine their proficiency level. Before administering the test, the instructor provided a brief explanation of the reading material to ensure that students understood the context. The results of this pre-test served as a baseline to compare with post-test scores, allowing the study to evaluate the effectiveness of the learning intervention.

Table 2. The student's pre-test score

Student initial	Individual Score	Successful	
		Success	Not Success
S 1	60		✓
S 2	70	✓	
S 3	40		✓
S 4	30		✓
S 5	50		✓
S 6	65		✓
S 7	60		✓
S 8	60		✓
S 9	70	✓	
S 10	65		✓
S 11	75	✓	
S 12	60		✓
S 13	50		✓
S 14	55		✓
S 15	55		✓
S 16	80	✓	
S 17	90		✓
S 18	60		✓
S 19	65		✓
S 20	45		✓
S 21	45		✓

S 22	60		✓
S 23	70	✓	
S 24	75	✓	
S 25	65		✓
S 26	40		✓
S 27	65		✓
S 28	75	✓	
S 29	70	✓	
S 30	35		✓
TOTAL	1745	10	20
Mean score	58.17		
Class percentage	33.33%.		

NOTE: The students who passed the minimum achievement criterion (70)

After conducting the pre-test to assess students' initial vocabulary proficiency, the results indicated that the majority of students did not meet the passing criteria. Out of 30 students, only 10 students (33.33%) achieved a passing score of 70 or above, while 20 students (66.67%) scored below the passing threshold, indicating a lower level of vocabulary mastery. These findings suggest.

Treatment

The material posting phase followed the structured semester lesson plan, ensuring a systematic delivery of vocabulary-related topics. The content was designed to engage students through three primary Instagram formats: posts, stories, and reels. The semester lesson plan consisted of eight learning materials, each focusing on specific vocabulary skills to gradually enhance students' understanding. At the end of each session, a post-test containing five multiple-choice questions was administered to evaluate students' comprehension and track their vocabulary development throughout the learning process. This structured approach aimed to reinforce learning and ensure continuous progress in students' vocabulary acquisition:

1. **Reels:** These short videos were the primary medium for delivering learning materials. Each reel focused on specific vocabulary topics, such as verbs, adjectives, or phrases, accompanied by engaging visuals and example sentences.
2. **Posts:** Static posts posed reflective questions about the material, encouraging students to interact through comments and share their thoughts or answers.

3. **Stories:** Instagram stories provided an interactive platform for quizzes and fun activities, such as matching words with their definitions or filling in the blanks in sentences.

These diverse formats ensured that the content remained visually appealing and engaging while catering to various learning preferences. The quizzes and questions further assessed students' comprehension and retention of the material, offering immediate feedback to enhance their learning experience.

Post-Test

The post-test was conducted after the treatment phase to measure students' vocabulary development and assess the effectiveness of the learning process. Throughout the treatment, students engaged with vocabulary lessons delivered through Instagram posts, stories, and reels based on the structured semester lesson plan. Each session introduced new vocabulary and reinforced it through interactive content and quizzes.

At the end of the treatment, students participated in a post-test consisting of five multiple-choice questions designed to evaluate their understanding and retention of the material. The results were then compared with their pre-test scores to analyze their progress. This comparison helped determine whether the use of social media as a learning tool contributed to their vocabulary improvement. The post-test also provided insight into students' engagement and the overall impact of the Instagram-based learning approach.

Table 3. The student's post-test score

Student initial	POST TEST 1	POST TEST 2	POST TEST 3	POST TEST 4
S 1	60	75	70	85
S 2	60	70	80	85
S 3	50	65	75	80
S 4	40	55	70	85
S 5	50	60	70	90
S 6	60	50	70	80
S 7	70	80	75	90
S 8	50	60	70	85
S 9	75	80	75	90
S 10	60	80	85	90
S 11	80	80	70	90
S 12	60	60	70	80
S 13	70	75	70	85
S 14	60	65	85	90

S 15	55	50	50	60
S 16	85	90	90	95
S 17	95	95	100	100
S 18	70	65	70	75
S 19	60	70	65	80
S 20	40	40	45	50
S 21	40	50	80	95
S 22	70	75	80	85
S 23	60	60	80	85
S 24	65	55	70	85
S 25	85	80	85	80
S 26	90	85	90	90
S 27	40	80	75	85
S 28	55	65	70	90
S 29	55	75	80	85
S 30	65	85	75	85
TOTAL	1875	2075	2240	2530
Mean score	62.5	69.17	74.67	84.33
Class percentage	33.33%	53.33%	90.00%	93.33%

NOTE: The students who passed the minimum achievement criterion (70)

The analysis results indicate a significant improvement in post-test scores among the 30 participants after completing 16 learning sessions. In the first post-test, the average score was still low at 62.5, with a class mastery percentage of only 33.33%, indicating that most students had not yet grasped the material well. However, in the second post-test, there was noticeable progress, with the average score increasing to 69.17 and the class mastery percentage reaching 53.33%, showing that more than half of the students had begun to understand the material. The improvement became even more significant in the third post-test, where the average score rose to 74.67, and the mastery level reached 90.00%, suggesting that nearly all students had a solid grasp of the content. By the fourth post-test, student progress was even more evident, with an average score of 84.33 and a mastery percentage of 93.33%, proving that almost all students had fully comprehended the material. Overall, this upward trend demonstrates that the applied teaching method was effective in enhancing students' vocabulary skills and confirms that the integration of social media in learning has a positive impact on their understanding.

Post-questionnaire

Table 4. Post-questionnaire

Questionnaire	Response Option			
1. Do you feel that learning vocabulary through social media has increased your motivation to expand your English vocabulary?	Disagree	Neutral	Agree	Strongly Agree
2. Did you enjoy learning new words through online content, such as videos, blogs, or social media posts, more than you expected?	Disagree	Neutral	Agree	Strongly Agree
3. After participating in this study, do you feel more interested in studying English through social media than traditional methods?	Disagree	Neutral	Agree	Strongly Agree
4. Do you now prefer learning vocabulary through social media rather than attending offline extracurricular activities?	Disagree	Neutral	Agree	Strongly Agree
5. Do you feel that choosing the type of online content that helps you learn vocabulary has made your learning experience more enjoyable?	Disagree	Neutral	Agree	Strongly Agree
6. Did interactive social media features (such as quizzes, polls, or comment sections) make your vocabulary learning process more engaging?	Disagree	Neutral	Agree	Strongly Agree
7. Do you now find learning English vocabulary through social media more effective than using textbooks or worksheets?	Disagree	Neutral	Agree	Strongly Agree
8. After this experience, do you find it easier to stay consistent in learning English through social media compared to structured classes?	Disagree	Neutral	Agree	Strongly Agree

9. Has engaging with social media content created by teachers or influencers encouraged you to continue learning English vocabulary?	Disagree	Neutral	Agree	Strongly Agree
10. If given a choice, would you now prefer learning English vocabulary through social media rather than traditional classroom activities?	Disagree	Neutral	Agree	Strongly Agree
11. Do you feel a greater sense of achievement when successfully learning and using new vocabulary through social media?	Disagree	Neutral	Agree	Strongly Agree
12. Has learning vocabulary through social media boosted your confidence in using English in daily conversations?	Disagree	Neutral	Agree	Strongly Agree
13. Do you feel more engaged in learning vocabulary now compared to before participating in this study?	Disagree	Neutral	Agree	Strongly Agree
14. Are you now more likely to continue learning new words through social media, especially when the content aligns with your interests?	Disagree	Neutral	Agree	Strongly Agree
15. Has receiving positive feedback (likes, comments, or shares) on social media posts made you more motivated to keep learning new vocabulary?	Disagree	Neutral	Agree	Strongly Agree

The post-questionnaire results indicated a significant improvement in student motivation after engaging in vocabulary learning through social media. The data showed that 5.56% (25 responses) still selected "disagree," and 9.78% (44 responses) remained "neutral," suggesting that 15.34% of responses reflected little to no change in motivation. However, a substantial shift was observed in the "agree" and "strongly agree" categories, with 46.67% (210 responses) choosing "agree" and 38% (171 responses) selecting "strongly agree." This means that 83.33% of students reported increased motivation compared to their initial responses in the pre-

questionnaire. The overall mean score also saw a notable rise, confirming that social media-based learning had a positive impact on students' enthusiasm and engagement in vocabulary acquisition.

Discussion

Students' level of vocabulary with pre-test

The pre-test results provide a clear insight into the students' initial vocabulary proficiency, revealing significant challenges in their understanding and mastery of vocabulary. Out of the 30 students who participated, only 10 students, or 33.33%, managed to achieve a passing score of 70 or above, while the remaining 20 students, or 66.67%, scored below the required threshold. This indicates that the majority of students struggled with basic vocabulary, highlighting a substantial gap in their learning. The high percentage of students failing to meet the passing criteria suggests that their foundational vocabulary skills were weak, making it evident that additional support and targeted interventions were necessary. With more than two-thirds of the students unable to reach the expected level, the data underscores the importance of structured and effective learning strategies to bridge this gap. These findings emphasize the critical need for instructional approaches that enhance vocabulary development, ensuring that students can build a stronger foundation and make steady progress in their language learning journey.

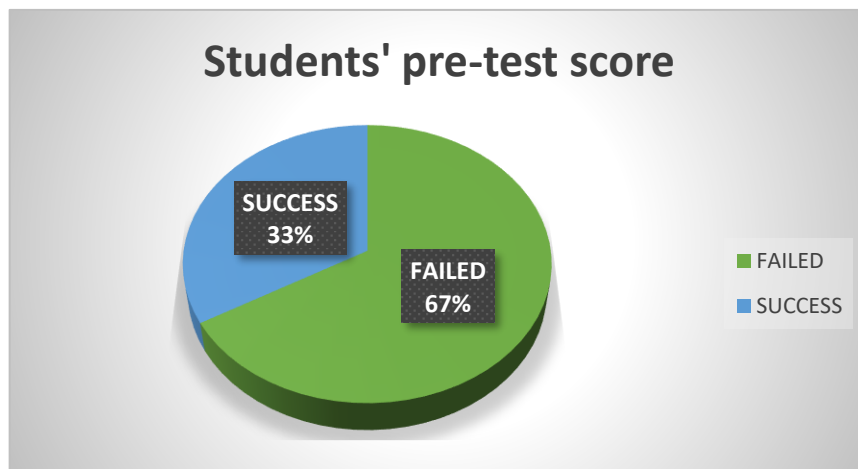


Chart 1. Students' level of vocabulary

Students' Motivation Through Questionnaire

Before the treatment, the pre-questionnaire results revealed that students had generally low motivation in learning vocabulary through social media, with 40% (180 responses) selecting "disagree" and 35.11% (158 responses) choosing "neutral," indicating that 75.11% of responses reflected a lack of enthusiasm. Only 16.44% (74 responses) selected "agree," and an even smaller 8.44% (38 responses) strongly agreed, showing that very few students felt motivated initially, which was further emphasized by the mean score of 1.89. However, after implementing online learning

through social media, the post-questionnaire results demonstrated a significant improvement in motivation, as the percentage of students selecting "disagree" dropped sharply to 5.56% (25 responses), while "neutral" responses also declined to 9.78% (44 responses), meaning that only 15.34% of responses still indicated low motivation. In contrast, 46.67% (210 responses) selected "agree," and 38% (171 responses) chose "strongly agree," leading to a total of 83.33% of responses reflecting increased motivation, accompanied by a notable rise in the mean score. Despite this improvement, a small portion of students, approximately five, remained in the "neutral" or "disagree" categories, suggesting that online learning might not fully engage every learner.

This substantial decrease in the percentage of students who expressed low motivation, from 75.11% in the pre-questionnaire to just 15.34% in the post-questionnaire, highlights a significant improvement in their willingness to engage with vocabulary learning through social media. The results suggest that incorporating digital platforms into language learning not only captured students' interest but also provided a more interactive and engaging environment that encouraged active participation. The shift in responses demonstrates that students found social media to be a more effective and enjoyable tool for expanding their vocabulary compared to traditional methods. While a small number of students remained neutral or unmotivated, the overall trend strongly supports the idea that digital learning, when designed appropriately, has the potential to enhance motivation and create a more dynamic educational experience.

Table 5. Comparison pre and post-questionnaire

Response Category	Pre-Questionnaire (N = 450)	Pre (%)	Post-Questionnaire (N = 450)	Post (%)
Disagree	180	40.00%	25	5.56%
Neutral	158	35.11%	44	9.78%
Agree	74	16.44%	210	46.67%
Strongly Agree	38	8.44%	171	38.00%

Treatment

The treatment phase in this study followed a structured learning approach aligned with the semester lesson plan (RPS). The treatment was conducted through Instagram, utilizing its various features to facilitate vocabulary learning. The lesson plan consisted of 16 sessions, covering eight different vocabulary-related topics.

Throughout the treatment period, a total of 30 posts, 30 reels, and 60 story quizzes were shared on Instagram to reinforce students' vocabulary acquisition.

Instagram was chosen as the primary learning platform due to its diverse features that support interactive learning. The reels served as the main medium for delivering vocabulary lessons through short, engaging videos that explained different aspects of vocabulary, such as verbs, adjectives, and common phrases. The static posts were intended to encourage discussion among students in the comment section, while the story feature was used for interactive quizzes and fun activities to assess students' retention of the material.

During the implementation, students actively engaged with reels and story quizzes. Although exact viewing data could not be tracked due to the nature of Instagram's algorithm, post-test results consistently showed improvement, indicating that students were following and comprehending the reels. Based on estimated participation, approximately 70-75% of students engaged with the story quizzes from the beginning to the end of the treatment period. However, interaction in the discussion posts was relatively low, with only 3-10 students out of 30 participating in the comment section. This suggests that students may have felt hesitant to comment due to psychological barriers, such as shyness or privacy concerns related to using their personal Instagram accounts for academic discussions.

The effectiveness of the treatment was further supported by the results of the post-tests. Initially, the average score in the first post-test was 62.5, with only 33.33% of students achieving the minimum passing score of 70. However, in the second post-test, the average increased to 69.17, with 53.33% of students reaching the mastery level. The third post-test showed even greater progress, with an average score of 74.67 and a mastery level of 90.00%, indicating that nearly all students had a solid understanding of the material. By the fourth post-test, the average score reached 84.33, with 93.33% of students meeting the passing criterion, confirming that the majority had successfully comprehended the vocabulary content.

Additionally, the results of the post-questionnaire reflected a notable increase in student motivation. While 15.34% of responses indicated no significant change in motivation, 83.33% of students reported increased enthusiasm for learning vocabulary through social media, as reflected in their selection of "agree" and "strongly agree" in the questionnaire. This demonstrates that social media, particularly Instagram, played a crucial role in fostering engagement and motivation in learning English vocabulary.

Overall, the findings highlight the effectiveness of integrating social media into language learning. The structured use of reels, posts, and story quizzes facilitated an interactive and engaging learning environment, which contributed to students' vocabulary improvement. However, the relatively low participation in comment-based discussions suggests that future implementations should consider alternative methods for encouraging discussions, such as using anonymous forums or dedicated academic accounts. Despite this limitation, the results confirm that Instagram can be

an effective supplementary tool for vocabulary learning, combining entertainment and education to enhance students' motivation and understanding of the English language.

The Impact of Social Media-Based Learning on Post-Test Vocabulary Performance

The post-test results indicate a significant improvement in students' vocabulary mastery after the integration of social media in learning. Initially, in the first post-test, the average score was 62.5, with only 33.33% of students meeting the minimum achievement criterion of 70. However, as the sessions progressed, the students demonstrated noticeable growth. In the second post-test, the average score increased to 69.17, with 53.33% of students reaching the mastery level. This upward trend continued in the third post-test, where the average score rose to 74.67, and 90% of students successfully met the minimum criterion.

By the fourth post-test, the results showed even more substantial progress, with an average score of 84.33 and a class mastery percentage of 93.33%. These findings confirm that students' vocabulary knowledge improved significantly through the structured learning process, reinforcing the effectiveness of social media as a supplementary learning tool. The steady increase in scores across four post-tests highlights that students were able to grasp and retain vocabulary more effectively over time. This suggests that the use of Instagram, particularly through Reels for instructional videos, Stories for quizzes, and Posts for discussions, played a crucial role in sustaining student engagement and reinforcing their vocabulary retention.

Table 6. Post-tests results

Post-Test	Average Score	Mastery Percentage (%)
1st Post-Test	62.5	33.33%
2nd Post-Test	69.17	53.33%
3rd Post-Test	74.67	90.00%
4th Post-Test	84.33	93.33%

CONCLUSION

After researching the integration of social media in developing English vocabulary skills and its impact on students' learning motivation, it was found that this method had a significant positive effect. The pre-test results showed that the student's average scores were still low, with only 33.33% meeting the minimum passing criterion (70). However, after undergoing 16 learning sessions through social media-based instruction, the students' average scores gradually increased from 62.5 in the first post-test to 84.33 in the fourth post-test, with the mastery level reaching

93.33%. This indicates that using social media in vocabulary learning effectively enhances students' understanding.

Furthermore, the post-questionnaire results demonstrated a notable increase in students' learning motivation. Before the treatment, most participants were unmotivated, with 75.11% selecting "disagree" or "neutral." However, after participating in social media-based learning, only 15.34% of responses reflected low motivation, while 83.33% of students reported increased motivation, as seen in the higher percentages selecting "agree" and "strongly agree." This confirms that social media not only helps improve students' vocabulary mastery but also boosts their enthusiasm for learning.

The implications of this study suggest that educators should consider utilizing social media as a supplementary tool for English language learning, particularly to enhance students' motivation and vocabulary skills. By incorporating platforms that students frequently use, such as Instagram, learning can become more engaging and aligned with their digital habits. However, this study also has limitations, including the restricted scope of social media platforms and the need for further research to explore the effectiveness of other digital tools in language learning. Therefore, future studies can expand the scope by incorporating additional variables and broader approaches to further enrich technology-based learning methods.

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