

UNIVERSITY STUDENTS' PERCEPTIONS OF INSTAGRAM-BASED ENGLISH EDUCATIONAL ACCOUNTS FOR VOCABULARY LEARNING

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ABSTRACT

This study aims to explore university students' perceptions of Instagram-based English educational accounts for vocabulary learning and their role in the depth of students' vocabulary knowledge. The topic is crucial because vocabulary mastery is still a major problem for EFL students in Indonesia. Social media can be utilized as an innovative learning platform, especially Instagram, which offers English educational accounts. Despite its potential, studies on perceptions of educational Instagram accounts and their impact on students' vocabulary depth require further research. This study employed a qualitative descriptive design. Data were collected from 30 English major students through closed-ended questionnaires and from five selected students through semi-structured interviews. The data was analyzed using thematic analysis to identify patterns and themes in the students' perceptions. The findings of the study indicate that most students found the English educational Instagram accounts easy to use, engaging, accessible, and useful for vocabulary learning. It also supported learning pronunciation and spelling. However, the findings revealed varied perceptions of the role of these accounts in understanding word formation. In conclusion, English educational Instagram accounts can effectively support students' vocabulary learning, including vocabulary depth. Content related to word formation should be provided more frequently. This study contributes to the existing literature by integrating the Technology Acceptance Model with the concept of vocabulary depth. It extends the theoretical understanding of social media use in language learning. Practically, these findings can guide educators and educational content creators in designing more effective Instagram-based materials to support students' vocabulary development.

Keywords: English educational accounts, Instagram, Students' Perception, Vocabulary



INTRODUCTION

English is widely acknowledged as a global language. It is essential to education, research, industry, communication, and the media, and it is utilized for formal and social reasons in all countries (Fareen & Farhana, 2023). In Indonesia, English proficiency is highly encouraged because it is essential for daily life and plays a significant role in education (Isadaud et al., 2022).

However, despite its importance, English proficiency is still low in Indonesia. With a score of 471, Indonesia is ranked 80th in the world by EF Education First (2025). The report also showed that students have an average score of 443, which is below the national average. This condition indicates a gap between the expected and actual proficiency levels. One factor contributing to this problem is a lack of vocabulary mastery, as students with strong vocabulary knowledge tend to have strong English competencies (Hartini & Ardini, 2024). Furthermore, Warnby (2025) found that many university-preparatory students were unable to meet the minimum IELTS reading score despite being classified at the B2 level of the CEFR, primarily due to limited academic vocabulary. A study by Purwati et al. (2023) also revealed that one of the main challenges in teaching EFL speaking is a lack of vocabulary, which affects speaking competence and weakens students' confidence and enthusiasm.

In the digital learning era, social media has become a new and creative platform for learning English. One popular platform is Instagram, whose features facilitate effective vocabulary learning and boost students' interest in learning English (Fitri & Maghfiroh, 2024; Nasution, 2023). Instagram serves as a helpful learning resource and social platform for students,

supporting flexible, learner-centered, and Mobile-Assisted Language Learning (Tavassoli & Beyranvand, 2023). With their easily accessible and interesting material that combines textual, visual, and audio information, educational Instagram accounts have become essential tools for learning English. For example, vocabulary-learning content with explanations in both Indonesian and English can be found on Instagram accounts like @aarons.english, @englishnesia.id, and @mrbobkampunginggris. This kind of content helps students better understand the meaning of words and the context in which they are used (Arun et al., 2025).

The Technology Acceptance Model, introduced by Davis (1989), explains technology adoption through two main factors, perceived usefulness and perceived ease of use. These factors shape users' attitudes toward a system, which influences their intention to use it (Baviera & Marín-Pérez, 2025). When applied to Instagram-based vocabulary learning, the Technology Acceptance Model helps explain why students choose to follow educational accounts and continue using them. Vocabulary learning is not only about how often learners see new words, but also about how deeply they understand them. According to Nation (2001), knowing a word involves multiple aspects, not just its basic meaning. Depth of vocabulary knowledge includes understanding word form, meaning, and appropriate usage.

Studies by Agustin and Ayu (2021) and Kaviani (2022) showed that Instagram had a positive effect on students' engagement, vocabulary exposure, and their listening skills. Most respondents were active Instagram users and used the platform regularly. In addition, they were frequently exposed to English-language content, whether through videos, accounts they



follow, or captions. However, they do not clearly explain why students accept Instagram as a learning tool. To address this limitation, this study employed the Technology Acceptance Model (TAM) to analyze factors influencing students' acceptance of Instagram as a medium for vocabulary learning.

Most studies paid attention to vocabulary breadth, which means the number of words learned, rather than vocabulary depth, which means how well students understand and use words. Studies by Kaldarova et al. (2025), Rajayi and Maleki (2023), and Wardana et al. (2025) showed that Instagram helped students remember new words and vocabulary retention. However, these studies do not discuss deeper vocabulary knowledge, such as word combinations, different meanings of one word, word relationships, or word use in context. As a result, deeper vocabulary learning on Instagram remains underexplored. To address this gap, this study explored students' perceptions of vocabulary learning through Instagram-based English educational accounts and their role in supporting students' vocabulary depth. Thus, this study focused not only on the quantity of vocabulary acquired but also on the quality of vocabulary knowledge and usage.

Previous studies by Arun et al. (2025) and Wulandari (2022) employed questionnaires to investigate students' perceptions of English learning accounts on Instagram for vocabulary development. This study showed that the use of Instagram learning accounts had a positive impact on students' English vocabulary development, with high ratings across cognitive, affective, and conative aspects. Students reported that Instagram helped them understand concepts through visual content, provided an enjoyable learning experience,

and offered flexibility that supports independent and sustained learning. However, these studies may not fully convey students' in-depth experiences and perceptions. A study by Maryam et al. (2025) examined general Instagram use, such as reels, captions, hashtags, and random content, rather than well-planned educational accounts. Unlike previous studies, this study employed semi-structured interviews to gain a deeper understanding of students' experiences and perceptions of English educational accounts on Instagram for vocabulary learning.

The objectives of this study are to explore university students' perceptions of Instagram-based English educational accounts for vocabulary learning and their role in supporting the depth of students' vocabulary knowledge. To strengthen its contribution, the following research questions are addressed: (1) What are university students' perceptions of Instagram-based English educational accounts for vocabulary learning based on technology acceptance? and (2) What are university students' perceptions of learning vocabulary through Instagram-based English educational accounts on their depth of vocabulary knowledge? These research questions provide a foundation for understanding both students' acceptance of the technology and its role in supporting vocabulary learning and depth.

METHOD

In this study, the researcher employed a descriptive qualitative design to explore university students' perceptions of Instagram-based English educational accounts for vocabulary learning. Qualitative research is a method for exploring and understanding the meaning given by individuals or groups to a social or human phenomenon (Creswell, 2009).



Descriptive qualitative research aims to provide a systematic, accurate, and factual, complete perspective on the phenomena being examined, including their facts, behaviors, and connections (Furidha, 2023). Descriptive qualitative was chosen because it does not focus on the essence of deep experience, as in phenomenology, or on the analysis of specific cases, as in case studies, but rather on a factual and systematic description of how students perceive the use of educational Instagram accounts in vocabulary learning.

Participants were selected using purposive sampling, in which the researcher intentionally chose individuals who met specific criteria aligned with the research objectives. Because they are heavily involved in studying English and expanding their vocabulary as part of their studies, English majors were chosen as participants. Additionally, students regularly utilize social media sites like Facebook, Instagram, YouTube, and TikTok to learn English (Halawa, 2024). The criteria were: (1) English major university students, (2) having experience in using English educational accounts on Instagram for vocabulary learning, and (3) having previously attended a word-based lexical studies class. Participants were informed of the purpose of this study and gave their consent before participating. Participation was voluntary, and participants had the right to withdraw at any time. All data was kept confidential, and the data collected was used solely for research purposes.

The data collection process involved distributing a closed-ended questionnaire via WhatsApp using Google Forms, followed by semi-structured interviews using an interview guide. The questionnaire consisted of 15 items. There were five choices from strongly agree to strongly disagree. The Technology

Acceptance Model served as the foundation for the questionnaire and interview questions. In addition, several items addressed a form aspect of depth of vocabulary knowledge. In order to assure reliable data collection, the interviews were audio recorded using Zoom and lasted 15 to 20 minutes in Indonesian. For additional analysis, the recordings were translated and transcribed. A total of 30 questionnaire respondents were used to map the diversity of perceptions, while five informants were purposively selected to obtain in-depth insight until data saturation was achieved.

The data obtained were analyzed using the questionnaire's percentages. The data were analyzed by combining a descriptive interpretation of the questionnaire results with a thematic analysis of the interview transcripts. Thematic analysis is a flexible qualitative method used to identify and report repeated patterns in the data (Braun & Clarke, 2006). This process included six steps: (1) becoming familiar with the data, (2) creating initial codes, (3) finding themes, (4) reviewing the themes, (5) defining and naming the themes, and (6) writing the report. The interview recordings were transcribed verbatim, and the researcher compared the main ideas from the questionnaires with the participants' interview results to improve the depth and validity of the findings. To ensure credibility, the data and interpretation were reviewed through expert judgement and peer debriefing to confirm the accuracy and validity of the findings.

FINDINGS AND DISCUSSION

This section provides research findings that answer the research questions. The interview results were categorized by theme, and the questionnaire results were presented as percentages to support the interview results.



Students' perception of Instagram-based English educational accounts for vocabulary learning based on technology acceptance

Engaging and Effective Learning

Most students felt that Instagram's visual design contributes to more engaging and effective vocabulary learning. This is reflected in the fact that 46.7% of respondents strongly agreed and 50% agreed that visual elements increase engagement in learning. In addition to increasing engagement, the use of visual media also facilitates a more contextual understanding of vocabulary. As reflected in the statement:

"Images and videos in English educational accounts on Instagram influence my learning interest because they attract attention, reduce boredom, and help me focus because they are equipped with images that match the vocabulary content." (Participant 1)

Additionally, 23.3% of respondents strongly agreed, and 70% agreed that Instagram features support effective vocabulary learning. Features such as Reels, Stories, and Polls allow for brief presentation of material while encouraging active engagement through direct practice. This is reflected in the experience of other participants:

"The reels and polling features help me in learning vocabulary. Reels shorten the learning process, making it more effective and efficient. Meanwhile, the polling feature allows me to practice directly and apply the vocabulary I have learned." (Participant 2)

"The use of images, text, and short videos makes the material easier to understand and less boring. Stories are helpful because they usually include mini quizzes, polls, or short exercises that help my brain recall the vocabulary. Captions provide additional

explanations, such as word meanings, example sentences, or usage in context." (Participant 3)

Flexibility and Ease of Vocabulary Learning Access

The majority of students perceived English educational accounts on Instagram as a flexible and easily accessible medium for vocabulary learning. This is reflected in the fact that 56.7% of respondents strongly agreed and 43.3% agreed that the platform is easy to use. Additionally, 53.3% of respondents strongly agreed, and 36.7% agreed that learning can be done with minimal effort. These findings align with students' experiences, which indicate that unlimited access allowed them to adjust their study times as needed and take advantage of spontaneous moments of social media use. This is reflected in the statements:

"Learning vocabulary through English educational accounts does not require a lot of effort because they can be accessed anywhere and anytime. So we can adjust our learning time." (Participant 1)

"I think that content is short and accessible anytime, allowing me to learn flexibly without having to set specific times for learning like in a classroom. In addition, the relaxed and creative delivery makes the learning process feel easy, but still effective in enriching my vocabulary." (Participant 2)

"The English educational accounts are easy to use because we can learn vocabulary just by opening Instagram, entering keywords in the search bar, and they can be accessed anywhere." (Participant 5)

The questionnaire results supported the statements, as 56.7% strongly agreed and 43.3% agreed that the accounts were easy to use. In addition, most students could learn from the accounts without much effort, as 53.3% strongly agreed and 36.7% agreed.



Supplementary Platform for Vocabulary Enrichment

Almost all students found English educational accounts on Instagram useful for expanding their vocabulary, particularly because the material is presented in the context of everyday usage. This is reflected in the fact that 36.7% of respondents strongly agreed and 56.7% agreed that these accounts help improve English vocabulary. Additionally, 33.3% of respondents strongly agreed, and 66.7% agreed that these accounts support the vocabulary learning process in general. Students' experiences indicate that the contextual presentation of vocabulary, accompanied by example sentences and exercises, helps them understand word usage more accurately in different situations. This is reflected in the statements:

"English educational accounts on Instagram are very useful because they present vocabulary used in everyday contexts, are up to date, and also provide examples of usage in sentences and give exercises." (Participant 1)

"In my opinion, learning vocabulary through the accounts is very helpful because the learning process feels more enjoyable. The short duration of the content and the creative delivery from the content creators make learning feel lighter and more relaxed. I also learned a lot from content explaining the differences in word usage between formal and informal contexts." (Participant 2)

"Educational accounts on Instagram are useful as a supporting medium for increasing vocabulary." (Participant 4)

Motivation Enhancement through Enjoyable Learning Experiences

All students reported that they enjoyed learning vocabulary through English educational accounts on Instagram, which increased their motivation to continue learning. This is reflected in the fact that 36.7% of respondents strongly agreed and

63.3% agreed that they enjoyed the learning process through this platform. Additionally, 33.3% of respondents strongly agreed, and 66.7% agreed with the use of Instagram as a tool for vocabulary learning. This is reflected in the statements:

"I really enjoy learning vocabulary on English educational accounts on Instagram because the content is interesting and makes learning easy." (Participant 1)

"I like using Instagram as a tool for learning vocabulary. This is because I can learn in a more relaxed atmosphere without the pressure that sometimes exists in the classroom. I feel more motivated to expand my vocabulary consistently." (Participant 2)

"I enjoy learning vocabulary through educational accounts on Instagram because the learning process feels more relaxed, easier, and fun. So, it increases my motivation to learn." (Participant 3)

The results were supported by the questionnaire, which shows that 36.7% strongly agreed and 63.3% agreed that they enjoyed learning English vocabulary through English educational accounts on Instagram. All respondents also liked the idea of using English educational accounts on Instagram as a tool for vocabulary learning, as 33.3% of the respondents strongly agreed and 66.7% agreed.

Vocabulary Learning Through Frequent Use of Instagram

The findings showed that students access English educational accounts as part of their routine use of Instagram. This is reflected in the fact that 46.7% of respondents strongly agreed and 40% agreed that they explored English educational accounts on the platform. Additionally, 23.3% of respondents strongly agreed, and 70% agreed that they frequently access vocabulary content. This is reflected in the statements:



"I usually access English educational accounts while scrolling on Instagram. As Instagram is already part of my daily routine, vocabulary learning happens spontaneously without the need to schedule specific study time." (Participant 2)

"I usually access English educational accounts when I'm on Instagram or scrolling through social media. However, sometimes when I'm in the mood to study, I deliberately access English educational accounts to learn new vocabulary." (Participant 3)

Students' perceptions of learning vocabulary through Instagram-based English educational accounts on their depth of vocabulary knowledge

Pronunciation Improvement through Audio Exposure

Most students reported that they could learn pronunciation by imitating the pronunciation models presented by content creators. This is reflected in the fact that 46.7% of respondents strongly agreed and 50% agreed that these accounts helped them recognize and pronounce English words correctly. Students' experiences indicate that repeated exposure to pronunciation, especially when supported by on-screen text, helps them understand word sounds more accurately. This is reflected in the statements:

"I can learn pronunciation because content creators usually pronounce the words first and repeat them several times so that I can imitate them." (Participant 1)

"English educational accounts on Instagram help me recognize and pronounce words correctly by providing direct pronunciation examples from content creators. I usually imitate how they pronounce and deliver words." (Participant 2)

"The accounts help me recognize word pronunciation through examples of direct pronunciation by the creator and supporting text, such as pronunciation transcripts on the screen, so that I can imitate more accurately." (Participant 3)

Spelling and Writing Vocabulary Improvement through Visual Exposure

Most students stated that the written presentation of vocabulary in the materials helped them remember the spelling and write words more accurately. This is reflected in the fact that 40% of respondents strongly agreed and 50% agreed that instructional videos helped them write and spell English words correctly. Students' experiences indicate that the visual display of words, especially when accompanied by example sentences, makes it easier for them to recognize letter structures.

"The videos usually include the spelling of the words being taught, so I can try to memorize how to spell them." (Participant 1)

"The accounts help me recognize correct spelling and writing because the vocabulary is usually clearly displayed on the screen. By directly seeing the written form, I can remember the letter arrangement and understand how to write the word correctly." (Participant 2)

"The visually displayed vocabulary helps me recognize the correct spelling and writing of words. In addition, example sentences are included to clarify the meaning of the words." (Participant 3)

Development of Morphological Knowledge

Some students reported that they gained an understanding of word formation, such as prefixes, roots, and suffixes, through the visual content presented on Instagram. However, these findings are not entirely consistent, as other students felt that the material on word formation was still limited and not explained in depth. This is reflected in the variation in students' responses to the role of Instagram for understanding morphology material. Regarding prefixes, 16.7% of respondents strongly agreed, and 40% agreed, while 33.3% disagreed, and 6.7% strongly disagreed. A similar pattern was observed regarding understanding of word roots, 13.3% strongly agreed, 50%



agreed, and 26.7% disagreed. For suffixes, 13.3% strongly agreed, 43.3% agreed, 26.7% disagreed, and 10% strongly disagreed.

Some students explained that visual content helped them understand changes in word form and meaning through the addition of affixes. This is reflected in the statements:

“For prefixes, content creators usually provide the root or root with a suffix, then explain that the prefix changes the meaning of the main word. For example, eco-friendly. There are usually also images containing word formation material and their meanings. The root is easy to identify because most educational videos discuss the meaning of the main verb. Similar to prefixes, content creators usually provide examples when suffixes are added. For example, the word friendship.” (Participant 1)

“I have seen content discussing prefixes, suffixes, and root words through explanations from the content creators. These explanations help me understand how a word can change its form and meaning when certain affixes are added.” (Participant 2)

“I have learned prefixes, suffixes, and root words through English educational content on Instagram. Usually, the material is presented in a visual form that displays a root word in the middle, then prefixes and suffixes are added around it.” (Participant 3)

However, other students highlighted the limited availability of the materials. As seen in the statements:

“For materials on prefixes, suffixes, and roots, they are still rarely found. What I usually find are only lists of vocabulary words that have been given affixes. So, after seeing the post, I usually look for the explanation myself.” (Participant 4)

“I have found accounts that discuss word formation, but they are rare.” (Participant 5)

DISCUSSION

The results of this study showed that students had positive perceptions of Instagram-based English educational accounts for their vocabulary learning. The findings of this study indicated that

Instagram-based English educational accounts were not only perceived as engaging and user-friendly platforms but were also integrated into students' daily learning practices. However, rather than simply demonstrating effectiveness, these findings suggest that the platform's visual appeal and interactivity serve as an initial stimulus for engagement, which then leads to repeated use and incidental learning. In other words, learning does not always occur through intentional study, but through repeated exposure during routine digital activities.

This study showed that the combination of visual presentation and interactive features not only increases interest in learning but also strengthens students' engagement and understanding of vocabulary knowledge. A study by Lee (2023) found that Instagram's visual editing features enable the creation of multimodal content (a combination of images, text, and emojis) that supports language learning, even though these features were not originally designed for educational purposes. Instagram features such as quizzes and cartoon posts are effective for learning English, especially for error correction and vocabulary recognition (Lestari & German, 2021). This showed that the design features of educational Instagram accounts positively contributed to the learning experience of students. These findings are also consistent with Multimedia Learning Theory by Mayer (2002), which emphasizes that a combination of visual and auditory elements can improve attention and cognitive processing. The use of videos, images, and written text can support deeper engagement. Furthermore, these findings complement previous research by demonstrating that the effectiveness of multimodal content increases when



combined with interactive features, which can enhance both student engagement and vocabulary comprehension.

Instagram-based English educational accounts are easy to use. These findings suggest that ease of access and flexibility in scheduling, supported by concise content design, enable the learning process to be more adaptive and sustainable in students' daily lives. Students also mentioned that Instagram's familiar interface made it easy for them to search, save, replay, and repeat learning materials. Instagram is considered flexible and accessible for vocabulary learning by students, as it allows them to learn whenever and wherever they want, with engaging content (Syafi & Ramadhani, 2024). This is in line with the study of Tavassoli and Beyranvand (2023), which found that Instagram serves as both a learning resource and a social media platform for students, enabling a flexible, independent, and mobile-based language learning process. Instagram's mobile aspect allows students to be constantly exposed to language exposure outside of formal learning environments, allowing them to engage in spontaneous and self-directed learning (Lee, 2023). Moreover, these findings support previous studies by showing that perceptions of ease of use are determined not only by the system's functionality but also by users' level of familiarity and their routine interactions with the platform, which facilitate continuous and independent learning.

Instagram-based English educational accounts are useful for vocabulary learning. Most students stated that the accounts provided vocabulary that was used in everyday contexts, followed trends, and provided example sentences that helped them understand word usage more clearly, including the difference between formal and informal language usage. These

findings suggest that the combination of contextual presentation and concise content design not only enriches vocabulary but also enhances practical understanding of language use. In addition, students reported acquiring new expressions suitable for everyday conversation, including the difference between formal and informal language usage. These findings confirm the study by Arun et al. (2025) and Wulandari (2022), which showed that students could expand and apply new vocabulary learned from educational Instagram accounts to real-life situations. Furthermore, these findings build on previous research by demonstrating that vocabulary learning via Instagram not only increases vocabulary size but also develops contextual understanding and the ability to use language appropriately in real-life communication situations, including the difference between formal and informal language.

Students showed a positive attitude toward vocabulary learning through English educational accounts on Instagram. Most students enjoyed interacting with the content. They had an easy, interesting, and enjoyable vocabulary learning experience. These findings suggest that enjoyable learning experiences not only increase interest but also contribute to more sustainable motivation in vocabulary learning. A study by Wulandari (2022) found that educational accounts on Instagram help expand students' vocabulary because the content is presented in a more engaging way than in textbooks, which increases students' motivation to learn vocabulary. These findings are consistent with various previous studies showing that positive perceptions of social media use in learning contribute to students' attitudes and engagement (Agustin & Ayu, 2021; Arun et al., 2025;



Fitri & Maghfiroh, 2024; Kaviani, 2022; Nasution, 2023; Tavassoli & Beyranvand, 2023).

Using English educational accounts on Instagram is part of their routine when using Instagram. Most students explained that they found vocabulary content while scrolling through their Instagram feed, because the Instagram algorithm recommends similar educational videos based on their viewing history. Vocabulary learning often occurred spontaneously during routine social media use without the need to schedule specific study time. These findings suggest that by integrating the learning process with the habit of using social media, learning can continue without pressure. These findings are consistent with a previous study by Lee (2023) that identified language learning affordances in social media. However, unlike the previous study, which was limited to identifying these affordances, this study demonstrated that these affordances were not only available but were also actively and repeatedly utilized in students' daily routines.

Students stated that they were able to imitate the pronunciation of content creators due to the clear models and repetition of words. This is in line with (Bandura, 1971), Social Learning Theory, which emphasizes that individuals learn through the process of observing and imitating models. Ningsih et al. (2024) found that students' pronunciation skills improved after being challenged to repeat the words they watched on Instagram Reels correctly. These findings indicate that repeated audiovisual exposure on social media can facilitate more accurate pronunciation learning through a combination of audio and visual text input.

The visual display of vocabulary on the screen helps students recognize and

remember spelling better. By seeing the written form directly, students could understand the arrangement of letters and the correct way to write. This is still in line with the concept of incidental vocabulary learning by Nation. When users view content and read text on the screen, they indirectly see the spelling of words and understand their meaning from the context. Repeated exposure to text helped users recognize and remember word spelling patterns.

English educational accounts on Instagram provide explanations about word formation, including prefixes, roots, and suffixes. Some students reported that content creators explained how affixes change the meaning or form of a base word. The material was also often presented visually, with the root word displayed in the center and prefixes or suffixes added around it. However, not all students felt that this aspect was strongly supported. Some students mentioned that content related to word formation was relatively rare, and they often only encountered vocabulary lists without detailed morphological explanations. As a result, they sometimes needed to look for additional explanations independently. This finding can be explained by the idea proposed by Nation, which emphasizes that vocabulary learning requires frequent exposure to language input. These findings are consistent with a previous study by Ebadi (2023), which found that the use of visual elements in vocabulary learning was more effective than text alone, as it could improve both the breadth and depth of vocabulary knowledge. However, as demonstrated in that study, the improvement tends to be more significant in terms of vocabulary breadth than vocabulary depth, a fact also reflected in students' still limited understanding of word formation.



The findings of this study support the Technology Acceptance Model, in which perceived usefulness and perceived ease of use contribute to positive attitudes toward and the use of Instagram for vocabulary learning. This study also extends the Technology Acceptance Model by demonstrating that these perceptions are influenced not only by the system's technical aspects but also by visual design, interactive features, and usage habits that shape users' sustained engagement. In this context, learning does not always occur intentionally but also through repeated exposure during daily social media activities, indicating that the process of technology acceptance in digital social environments is more dynamic and contextual.

CONCLUSION

This study concludes that Instagram-based English educational accounts serve as a vocabulary learning medium integrated into students' daily digital activities, allowing for flexible and incidental learning. These findings confirm that the effectiveness of learning is determined not only by access to technology but also by how visual features, interactivity, and usage habits shape students' sustainable engagement. Pedagogically, these findings imply that educators need to integrate social media platforms like Instagram into their instructional strategies by utilizing multimodal content and interactive activities to enhance student engagement and vocabulary comprehension. Theoretically, this study strengthens and expands the Technology Acceptance Model by demonstrating that perceptions of usefulness and ease of use are also influenced by visual design, interactivity, and usage habits within the context of social media-based learning. Practically,

educational content creators are encouraged to not only present vocabulary in an interesting way but also to enrich the content with contextual and morphological explanations to support deeper understanding. For future research, it is recommended to use an experimental design that compares a group using multimodal and interactive Instagram content with a group using conventional learning methods. The study could also quantitatively measure the effect of usage frequency on vocabulary growth and specifically examine the differences between improvements in the breadth and depth of vocabulary knowledge. Future researchers may also explore other aspects of vocabulary depth, particularly meaning and usage.

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