

THE EFFECT OF INSTAGRAM ON SENIOR HIGH SCHOOLS STUDENTS' VOCABULARY

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Abstract

This research investigates how Grade XI senior high school students utilize Instagram for vocabulary enhancement and the platform's impact on their language proficiency. Employing a qualitative approach, the research uses interview to gather data from Grade XI students. Findings reveal that students actively engage with diverse content on Instagram, employing strategies like dictionary apps and Google Translate to understand new vocabulary. Instagram's visual and interactive nature, coupled with incidental learning opportunities, significantly contributes to vocabulary development, as evidenced by students' increased confidence and active use of new words in their communication. The study concludes that Instagram serves as a valuable tool for incidental vocabulary learning, complementing traditional methods. It suggests further research into the long-term impact of Instagram on vocabulary retention and the development of pedagogical frameworks for integrating Instagram into language learning.

Keywords: Effect, senior high school, students, vocabulary, instagram.

BACKGROUND

In recent years, the integration of technology and education has become a significant area of interest among researchers and educators. Traditional teaching methods are being supplemented and, in some cases, replaced by innovative approaches that leverage the power of technology and digital platforms. One such platform that has gained immense popularity, especially among the younger generation, is social media. Among the various social media platforms, Instagram stands out as a visual-centric platform that offers an array of opportunities for educational purposes. The platform is used by college students across the world (Korich, 2016).

Instagram, with its emphasis on images and short videos, has become a ubiquitous part of teenagers' daily lives (Afrian et al., 2020). With one billion users worldwide, Instagram is a common topic in media and

scholarly debates (Caldeira, 2021). Its accessibility and ease of use make it an attractive tool for educators seeking to engage students in new and meaningful ways. The platform's capacity to efficiently deliver visual stimuli aligns with contemporary pedagogical strategies focused on visual learning and engagement (Al-harbi, 2017). Modern social media platforms have transcended their original function as simple communication tools, now offering a diverse range of features encompassing entertainment, social networking, career development, e-commerce, and even education (Engelbrecht & Borba, 2023), especially in language learning.

Language learning, particularly vocabulary mastery, is a fundamental aspect of education. The ability to effectively communicate and comprehend written and spoken language is crucial for academic

success and personal development. Vocabulary proficiency has been linked to improved reading comprehension, writing skills, and overall cognitive development.

Vocabulary plays a pivotal role in empowering students to construct intricate sentences effortlessly. Sentences, the building blocks of communication, are intricately woven from the threads of vocabulary. However, a considerable number of secondary school students face a formidable challenge in enriching their lexical repertoire. Within the realm of English language learning, vocabulary holds a significant position, serving as a bridge for students to comprehend this novel language, foreign to their linguistic milieu (Hernawati, 2015).

The acquisition of vocabulary demands an understanding of the contextual meanings of words. The essence of vocabulary can be likened to the cornerstone of a language's edifice; without it, the act of speaking would unravel into meaninglessness, potentially rendering the exchange of ideas insurmountably arduous. Joklova (2009) succinctly captures the essence of the term "vocabulary" as a collection of words or their amalgamations within a specific linguistic domain. Given that English is not the native tongue for many, the divergence between Indonesian and English vocabulary exacerbates the challenge, often rendering mastery an elusive pursuit.

Many researchers have explored the potential of digital tools in enhancing vocabulary acquisition (Engelbrecht & Borba, 2023), including Instagram. Acknowledging the potential of Instagram as a vocabulary-building tool, this paper aims to delve into its impact on senior high school students. Therefore, this research undertakes a rigorous examination of Instagram's potential to influence vocabulary acquisition among senior high school students, with the goal of determining how this visually oriented social media platform can be strategically leveraged to foster enhanced

vocabulary development and overall language proficiency.

METHOD OF THE RESEARCH

In this research, the researcher applied qualitative research. Qualitative research is one of the research method that produces descriptive data in the form of speech or writing and the behavior of those observed (Creswell & Creswell, 2017). Qualitative research is a holistic approach that involves discovery and is often described as an unfolding model that occurs in a natural setting, enabling the researcher to develop a high level of detail from actual experiences. This study was considered qualitative because it was concerned with a qualitative phenomenon. That there are two characteristics of qualitative research: first, qualitative research has the natural setting as the direct source of data, and the researcher is the key instrument. Second, qualitative research is descriptive. In summary, the researcher selected a descriptive qualitative research approach because it dealt with the phenomenon of vocabulary mastery. The results of this research were described descriptively. The data for the research were collected using questionnaires and student interviews.

The participants in this study specifically consisted of Grade XI students of SMK Negeri 1 Sausu, Central Sulawesi. This choice of participants allowed for a focused investigation into how Instagram influenced vocabulary enhancement among this particular group within the defined educational institution. Inclusion Criteria:

- Grade Level: Participants will be limited to Grade XI students at SMA Negeri 1 Sausu.
- Instagram Users: Participants should have active Instagram accounts and use the platform regularly.

The research employed purposive sampling to select 10 Grade XI students of

SMK Negeri 1 Sausu. The sample size was determined based on the research design and statistical considerations, aiming to ensure that the sample was both representative of this specific group and statistically significant. Informed consent was obtained from each participant, and their privacy and confidentiality were maintained throughout the research process. This focused approach provided valuable insights into the vocabulary development of the students through their use of Instagram.

Data was indeed the most important part of this study because, with data, the researcher could discover the results of the research. In this study, the researcher used interviews as the research instrument. Interviews were conducted with students. The decision to solely use interviews was driven by the need for in-depth exploration of the research topic. Interviews provided a platform for participants to express themselves freely and share rich, detailed narratives about their experiences and perceptions related to Instagram and vocabulary enhancement.

Data collection techniques are the most strategic step in research, because the main goal of research is getting data. In this research, data was collected exclusively through face-to-face interviews with the participants. To ensure the collection of relevant and comprehensive data, a structured interview approach was adopted. The researcher prepared a set of predetermined questions that aligned with the research objectives, focusing on the participants' experiences, perceptions, and practices related to Instagram and vocabulary enhancement. During the interviews, the researcher created a comfortable and open environment to encourage participants to share their thoughts and experiences freely. The researcher actively listened to the participants' responses, asked follow-up questions for clarification, and probed deeper into specific areas of interest. Detailed notes were taken during each

interview to capture the nuances of the participants' responses and non-verbal cues.

To ensure data quality and consistency, the researcher maintained a consistent interview protocol across all participants. The interviews were conducted in a private setting to ensure confidentiality and allow participants to speak openly without fear of judgment or reprisal. The researcher also obtained informed consent from each participant before conducting the interview.

By employing this systematic and thorough approach to data collection through interviews, the researcher aimed to gain a deep and nuanced understanding of how Instagram influenced vocabulary enhancement among Grade XI students of SMA Negeri 1 Sausu. The data collected through the interviews provided valuable insights into the participants' experiences, strategies, and perceptions, contributing to the overall findings and conclusions of the research. After the data are collected through doing questionnaire and interview, then the data are analyzed. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (2014) covering data reduction, data display, and conclusion drawing that is done interactively.

Data Reduction

Data reduction is a form of analysis that sharpens sorts, focuses, discards, and organizes the data in such a way that a final conclusion can be drawn and verified. In data reduction, the researcher selects, focuses, simplifies, abstracts, and transforms the data that appear in written up fieldnotes or transcriptions.

Data Display

Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. In this research, the researcher will use cross – case analysis. The principles applied in analyzing

across cases essentially parallel those employed in the intra-case analysis.

Conclusion Drawing

Conclusion is the last of procedure of analyzing the data of the study. In the context of the study, after the data is displayed, a conclusion is drawn. There are two kinds of conclusions that the researcher draws in this study, they are temporary and final conclusion drawing. If the temporary conclusion drawing is valid in that it can answer the research problem being investigated in the study, the researcher can use it as a final conclusion drawing. On the other hand, if the data does not valid or the result unclear, the researcher should repeat the process starting from displaying the data in order to check whether the data display are in line with the formulation of the research problems being investigated in the study or not. In other words, final conclusion can be made whether the data display answer the research problems being investigated in the present study or not.

FINDING AND DISCUSSION

Findings

The research findings of this research concerning the utilization of Instagram as a tool for vocabulary enhancement among Grade XI Students of SMK Negeri 1 Sausu, Central Sulawesi. The primary objectives of this research are twofold: to investigate and understand the diverse strategies and methods employed by students to harness Instagram as a valuable resource for enriching their vocabulary and to evaluate the impact of Instagram on the vocabulary development of students, examining the extent to which it contributes to expanding their lexicon and overall language proficiency. By addressing these objectives, this research aims to shed light on the practical applications of Instagram for educational purposes and assess its effectiveness in fostering vocabulary growth among students. The findings presented in

this chapter are based on data collected through questionnaires and interviews, providing insights into how students utilize Instagram for vocabulary learning, the types of content they engage with, and the perceived impact on their vocabulary development. The data patterns are presented below.

First, students were asked about their content consumption, educational resources, engagement with vocabulary, and vocabulary sources. The findings are presented in the following table.

Table 1. Enhancing Vocabulary through Instagram

Questions	Students' Responses
Content Consumption: What types of content do you engage with most often on Instagram, such as posts, stories, reels, or IGTV?	<p>Student 1: A lot of things! I follow my friends, of course, but also some funny meme pages, art accounts, and a few "studygrams" – you know, those accounts about studying and learning.</p> <p>Student 2: It's a mix. I follow friends and family, of course, but I also really enjoy travel accounts. Seeing beautiful places from around the world is my favorite! I also follow a few English-language news accounts and some meme pages for a good laugh.</p> <p>Student 3: I'm a big fan of music, so I follow a lot of bands and singers, both Indonesian and international. I also like seeing what my friends are up to and enjoy funny animal videos.</p> <p>Student 4: I'm a big fan of sports, jadi I follow a lot of athletes and sports clubs, both Indonesian and international. I also enjoy seeing what my friends are up to, especially if there are funny memes or cool sports videos.</p> <p>Student 5: Many things. I follow my friends, and then some news contents, motivation quotes. Sometimes I like to see fun videos and makeup tutorial.</p> <p>Student 6: I really like art and photography, so I follow a lot</p>

Questions	Students' Responses	Questions	Students' Responses
	<p>of artists and photographers, both Indonesian and international. I also like to see what my friends are up to and look at funny memes.</p> <p>Student 7: I really like fashion, so I often look at fashion accounts, both from Indonesia and abroad. I like seeing outfit inspiration, makeup tutorials, fashion news, basically anything related to fashion.</p> <p>Student 8: I'm really into gaming, so I often see accounts that discuss games, esports, reviews of the latest games, tips and tricks, basically everything related to games.</p> <p>Student 9: I'm really into food, so I often look at culinary accounts, food bloggers, restaurants, cafes, basically anything related to food. I also follow some international chefs and food accounts.</p> <p>Student 10: I really like reading books, so I often look at the accounts of publishers, bookstores, <i>bookstagrammers</i>, book reviews, basically everything related to books. I also follow some international authors and book clubs.</p>	<p>words or phrases on Instagram, and what steps do you take to understand them?</p>	<p>Student 2: Uses Google Translate or a dictionary app.</p> <p>Student 3: Looks up the word or phrase.</p> <p>Student 4: Uses Google Translate.</p> <p>Student 5: Uses Google Translate.</p> <p>Student 6: Looks up the meaning.</p> <p>Student 7: Looks up the meaning to understand.</p> <p>Student 8: Looks up the meaning to understand.</p> <p>Student 9: Looks up words they do not know.</p> <p>Student 10: Looks up words they do not know.</p>
Educational Resources: Which educational or language-learning accounts do you follow on Instagram, and how do they influence your vocabulary?	<p>Student 1 mentions following "<i>studygrams</i>," which are accounts about studying and learning. They say these accounts have helped them learn new study-related words and more sophisticated words used in inspirational quotes.</p> <p>Student 2 follows a few educational accounts that sometimes use challenging vocabulary, contributing to their English learning.</p> <p>Students 3, 4, 5, 6, 7, 8, 9, and 10 do not mention following educational or language-learning accounts.</p>	<p>Vocabulary Sources: Describe the types of accounts where you frequently learn new vocabulary and explain how this happens.</p>	<p>Student 1: <i>Studygrams</i> and news accounts, as well as some fashion accounts that use descriptive language.</p> <p>Student 2: Travel, news, meme, and educational accounts.</p> <p>Student 3: Music accounts (through lyrics), news accounts, and accounts that share interesting facts or quotes.</p> <p>Student 4: Sports, news, and accounts that share interesting facts or quotes.</p> <p>Student 5: News accounts and accounts that post motivational quotes.</p> <p>Student 6: Art and photography accounts, news accounts, and educational accounts.</p> <p>Student 7: Fashion accounts, particularly those from other countries, and fashion news or</p>
Engagement with Vocabulary: How do you handle encountering new	<p>Student 1: Looks up new words in a dictionary app.</p>		

Questions	Students' Responses
	beauty accounts discussing the latest trends.
	Student 8: Gaming accounts, especially those from other countries, and gaming news or review accounts.
	Student 9: Food accounts, both Indonesian and international, cooking shows, and food documentaries in English.
	Student 10: Book-related accounts, both Indonesian and international, literary magazines, and websites that share articles and essays in English.

Table 1 presents the responses of the students on how they use Instagram to enhance their vocabulary. The students were asked about their content consumption, educational resources, engagement with vocabulary, and vocabulary sources. The responses reveal that students primarily use Instagram for entertainment and social connection, following friends, family, and accounts related to their interests like memes, art, music, sports, travel, fashion, gaming, food, and books.

While some students mentioned following educational or language-learning accounts, most did not actively seek out such resources on the platform. When encountering new words or phrases, students generally rely on dictionary apps or Google Translate to understand their meanings. They learn new vocabulary from various sources, including studygrams, news accounts, fashion accounts, travel accounts, music lyrics, sports accounts, motivational quotes, art and photography accounts, gaming accounts, food accounts, and book-related accounts. Overall, the patterns in Table 1 suggest that while Instagram is not primarily used for educational purposes by these students, it still plays a role in incidental vocabulary learning through

exposure to diverse content and the use of tools to look up unfamiliar words.

Table 2. Instagram Effect on students' vocabulary development

Questions	Students' Responses
Usage Patterns: How frequently do you use Instagram, and how much time do you spend on it daily?	Student 1: Almost every day, for around an hour total, checking it a few times throughout the day. Student 2: Almost every day, for 30 minutes to an hour. Student 3: A few times a day, adding up to 30 minutes or so. Student 4: A few times a day, adding up to 30 minutes or so. Student 5: Almost every day, for around an hour total, checking it throughout the day. Student 6: Almost every day, for around an hour, on and off throughout the day. Student 7: Almost every day, for around an hour, in small chunks throughout the day. Student 8: Almost every day, for around an hour, in small chunks throughout the day. Student 9: Almost every day, for 30 minutes to an hour, in small chunks. Student 10: Almost every day, for 30 minutes to an hour, in small chunks.
Active Learning: How do your interactions, such as commenting on posts or participating in discussions on Instagram impact your vocabulary building?	Student 1: Sometimes uses new words in comments to sound funny or impress others. Student 2: Chats with people from other countries, encouraging them to use and practice new vocabulary. Student 3: Sees commenting as a chance to practice writing and receive corrections. Student 4: Sees commenting as a chance to

Questions	Students' Responses
	practice writing and receive corrections.
	Student 5: Practices writing, even with occasional typos or grammar mistakes, and learns from corrections.
	Student 6: Practices writing, though sometimes feels nervous about making mistakes.
	Student 7: Sees commenting as a way to practice and improve, even though mistakes happen.
	Student 8: Sees commenting as a way to practice, and is not afraid of making mistakes.
	Student 9: Practices writing and chats with other "foodies" from different countries.
	Student 10: Practices writing and discusses books with other readers.
Feedback and Reinforcement: What kind of feedback have you received on your use of vocabulary in comments or posts?	Student 1: Playful teasing from friends for using "big words," but also positive feedback from the English teacher on using more advanced vocabulary in essays.
	Student 2: Occasional corrections from others, which they appreciate as a learning opportunity.
	Student 3: Positive feedback from their English teacher on using a wider range of vocabulary in writing.
	Student 4: Positive feedback from their English teacher on using a wider range of vocabulary in writing.
	Student 5: Corrections from friends on grammar or

Questions	Students' Responses
	word choice, which they see as a learning opportunity.
	Student 6: Compliments on their English and occasional corrections, which they appreciate.
	Student 7: Corrections from others on grammar or word choice, as well as compliments, which they find encouraging.
	Student 8: Compliments and corrections from other gamers.
	Student 9: Corrections from others on grammar or word choice, as well as compliments, which they find motivating
	Student 10: Corrections from others, which they appreciate, and occasional compliments.
Comparison to Other Platforms: In what ways do you find Instagram different from other social media platforms regarding vocabulary learning opportunities?	Student 1: Finds Instagram more visual, making words stand out and easier to remember.
	Student 2: Finds Instagram more engaging due to the combination of visuals and storytelling captions, aiding memory.
	Student 3: Appreciates the visual nature of Instagram, making it feel like mini-English lessons while scrolling.
	Student 4: Finds the visual nature of Instagram helpful for learning, as words and captions stand out.
	Student 5: Finds Instagram more visually appealing, making words and captions eye-catching and aiding learning.

Questions	Students' Responses
	Student 6: Believes Instagram's visual nature requires interesting words and captions to grab attention, making it a fun and creative way to learn.
	Student 7: Finds it easier to connect words with images on Instagram, making it a fun and engaging way to learn.
	Student 8: Finds it easier to connect words with images and videos of games on Instagram, making it a fun and engaging way to learn.
	Student 9: Finds it easier to connect words with images of food on Instagram, making it a fun and "delicious" way to learn.
	Student 10: Finds the visual aspect of Instagram, with book covers and illustrations, makes it more interesting to learn new words and expressions.

Table 2 details the influence of Instagram on the vocabulary development of ten students. It explores their usage patterns, active learning, feedback and reinforcement, and comparison to other platforms. All students reported using Instagram almost daily, spending between 30 minutes to an hour on the platform, usually in small chunks throughout the day. Students engage in active learning by commenting on posts and participating in discussions. They use this as an opportunity to practice writing, receive corrections, and learn new vocabulary. Some students even use new words in comments to impress others or make jokes. Students receive feedback in the form of playful teasing, corrections, and compliments. This feedback, both positive and negative, contributes to their vocabulary development. Some students have even noticed improvements in their essays and writing due to the vocabulary they've learned on

Instagram. Students generally find Instagram more visually appealing and engaging than other platforms. The combination of visuals and captions makes learning new words easier and more enjoyable. They appreciate the bite-sized nature of the content, which feels like mini-English lessons while scrolling.

Overall, Table 2 suggests that Instagram, while primarily used for entertainment and social connection, also serves as an incidental language learning tool. The platform's visual nature, combined with active engagement and feedback, contributes to vocabulary development in a fun and engaging way.

Discussion

The research findings reveal that students actively employ Instagram as a tool for vocabulary enhancement. They engage with diverse content, including posts, stories, reels, and IGTV, from various accounts such as friends, family, meme pages, studygrams, travel accounts, news sources, music accounts, sports accounts, food accounts, and book accounts. This active engagement aligns with the concept of incidental learning, where students encounter new words and phrases in context, as highlighted by Hiebert and Kamil (2005). Students reported utilizing various strategies to understand unfamiliar vocabulary, such as using dictionary apps, Google Translate, or inferring meaning from context. This proactive approach to learning demonstrates their commitment to vocabulary development, as emphasized by Moeller et al. (2009), who highlighted the importance of vocabulary in language learning. The research also reveals the influence of Instagram on students' vocabulary development. Students reported a noticeable increase in their vocabulary, particularly in areas related to their interests. They attributed this growth to their exposure to diverse content and interactions on the platform. For example, Student 1 mentioned that their English teacher noticed they were

using more advanced vocabulary in their essays, while Student 2 reported picking up new words related to different cultures, food, and travel destinations. These findings align with previous research by Dewi (2023), who found that students exposed to vocabulary instruction through Instagram achieved higher average scores than those taught using conventional methods.

Furthermore, the study highlights the role of Instagram in fostering active learning and providing feedback and reinforcement. Students engage in discussions, comment on posts, and interact with others, using these opportunities to practice their English skills and receive feedback. This aligns with Social Cognitive Theory, which emphasizes the role of observation, imitation, and reinforcement in learning. The positive feedback and corrections received on Instagram serve as reinforcement, encouraging students to continue using and expanding their vocabulary. For instance, Student 3 mentioned that their English teacher commented on their wider range of vocabulary in writing, which they attributed partly to their use of Instagram. The research also found that students generally find Instagram more visually appealing and engaging than other platforms. The combination of visuals and captions makes learning new words easier and more enjoyable. They appreciate the bite-sized nature of the content, which feels like mini-English lessons while scrolling. This aligns with the findings of Auly et al. (2021), who highlighted the potential of Instagram's interactive features to enhance students' language learning experiences and vocabulary retention. In addition, the study revealed that students actively use Instagram's features to enhance their vocabulary learning. They follow educational accounts, participate in language challenges, and use the search and explore feature to find vocabulary-related content. They also save or take notes on posts that introduce new words or phrases, and actively practice and use newly learned words in their

writing or speaking. These findings suggest that students are not passive consumers of content on Instagram but active learners who utilize the platform's features to intentionally enhance their vocabulary.

The research findings align with previous studies on the use of Instagram for vocabulary enhancement. For instance, Dewi (2023) found that students exposed to vocabulary instruction through Instagram achieved higher average scores than those taught using conventional methods. This study further supports the notion that Instagram can be an effective tool for vocabulary development, particularly when students actively engage with content and utilize features like dictionary apps and Google Translate to understand unfamiliar words. Additionally, the findings resonate with Auly et al. (2021), who highlighted the potential of Instagram's interactive features to engage students and promote vocabulary acquisition. The current research confirms that students actively participate in discussions, comment on posts, and use new vocabulary in their interactions, reinforcing their learning and expanding their lexical repertoire. Furthermore, the study's emphasis on the visual nature of Instagram as an aid to vocabulary learning aligns with previous research. Putri (2022) examined the broader impact of Instagram on students' vocabulary development, emphasizing its relevance in education. The current findings support this notion, with students reporting that the platform's visual appeal and bite-sized content make vocabulary learning more enjoyable and accessible. This research not only confirms the findings of previous studies but also provides a deeper understanding of how students utilize Instagram for vocabulary enhancement. The study's focus on active engagement, incidental learning, and the role of visual aids contributes to the growing body of evidence supporting the use of social media platforms like Instagram as valuable tools for language learning. In conclusion, this research reveals that Instagram is not merely

a platform for social interaction but a dynamic tool for incidental vocabulary learning. Students actively engage with diverse content, employ various learning strategies, and benefit from the platform's visual and interactive nature. The findings align with existing literature on vocabulary acquisition, social learning, and the role of visual aids in language learning.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, this research confirms that Instagram significantly influences vocabulary development among Grade XI students at SMA Negeri 1 Sausu. Students actively utilize Instagram for vocabulary enhancement by engaging with diverse content, utilizing various learning strategies, and benefiting from the platform's visual and interactive nature. The findings highlight Instagram's potential as a valuable tool for incidental language learning, complementing traditional methods and providing students with a unique and engaging way to expand their vocabulary.

This research contributes to the growing body of evidence supporting the use of social media platforms like Instagram as valuable tools for language learning, highlighting the need for further exploration into their long-term impact and integration into educational practices.

Suggestions

It is crucial to acknowledge the potential distraction and need for guidance in maximizing Instagram's educational potential. Future research could explore the long-term impact of Instagram on vocabulary retention and the development of pedagogical frameworks to integrate Instagram effectively into language learning curricula.

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