

ELED Students' Perception of Using Instagram Reels to Learn Vocabulary Frequency

CHAPTER I

INTRODUCTION

This chapter discusses the research background, problems and objectives, scope and limitation, significance, and definition of the key term. Each section will be thoroughly described with theoretical support.

1.1 Research Background

The rapid development of digital technology and social media has significantly influenced the field of language education. Among various platforms, Instagram has emerged not only as a social networking site but also as a potential tool for educational purposes. Basically, social networks are used to showcase personal lives, but some other users use them in more creative ways, such as sharing comedies, jokes, tutorials, and creating content for learning English (Sitti, 2021). One of Instagram's most engaging features is "Reels," which allows users to upload and view short, creative videos. For English Language Education Department (ELED) students, Instagram Reels facilitate vocabulary acquisition by combining text, audio, and visuals, creating a multimodal learning experience that enhances memory and recall (Chen, L., & Wang, Y. 2023).

Vocabulary acquisition is a critical component of language learning, as it underpins the ability to comprehend texts, express ideas, and communicate effectively. Traditional vocabulary learning methods often rely on rote memorization, which can be monotonous and less effective for retention. In contrast, digital media, particularly social media, offers learners interactive and contextual exposure to language that can enhance engagement and retention (Mils, 2010). Instagram Reels, as a short video-based format, provides contextual,

repetitive, and multimodal input that supports vocabulary learning in an incidental and enjoyable way.

Yazdi (2012) emphasizes that language learning is most effective when integrated with learners' real-life experiences and interests. Since students frequently use social media in their daily routines, leveraging platforms like Instagram aligns with their learning habits and lifestyles. Furthermore, the algorithm-driven content delivery in Instagram Reels often results in repeated exposure to similar vocabulary across various videos, contributing to frequency-based learning—a core principle in second language acquisition. This frequency of exposure is crucial in helping students internalize new words through natural repetition (Hayus, 2022).

Based on the results of questionnaire and interviewes from other researcher Sitti Fitriawati, “the researcher can conclude that students easily to understand vocabulary with their experience through an English learning account on Instagram because it has the advantage that it is easily accessible anywhere and anytime. It really helped the students in adding new vocabullary and other english knowledge and English learning accounts on Instagram can be used as a good choice in English learning medium.”

However, despite its potential, the educational use of Instagram Reels, particularly for vocabulary development, remains underexplored. It is not yet clear whether ELED students perceive Instagram Reels as a useful vocabulary learning tool, or whether its informal and entertainment-oriented nature diminishes its educational value. Thus, there is a need to investigate students' perceptions of using Instagram Reels to learn vocabulary—specifically regarding how frequently they encounter and acquire new words through this platform. Exploring these perceptions can inform future pedagogical decisions in integrating digital media into language learning environments.

From the other research by (Siti, 2021) mentioned that perception on the use of Instagram to learn English vocabulary, it can be concluded that students'

perceptions of English learning accounts on Instagram indicate that from internal factors or external factors they are interested and easy to understand to learn vocabulary on the use of Instagram accounts who taught english learning. It really helped the students in adding new vocabullary and other english knowledge and English learning accounts on Instagram.

This research focuses on several selected posts from Instagram Reels that are used as examples of social media content for language learning purposes. These posts are analyzed to determine how their use may improve students' vocabulary accuracy. Additionally, this study aims to explore the importance of technology in supporting the development of core language skills such as writing, speaking, and reading. In today's digital era, social media has become a powerful virtual network that connects people globally and enables rapid information sharing across the world.

1.2 Research Problem

In this research paper, the researcher states the problem as follows: What is the perspective of ELED students regarding the use of Instagram Reels as a tool for enhancing vocabulary frequency?

1.3 Research Objective

This research aims to investigate how ELED students perception of Instagram as a resource to improve their vocabulary frequency skills.

1.4 Scope and Limitation

This research is limited to 30 students of Eled UMM. In addition, limit of 10 reels as an example, only instagram is used, and the benefits of using social media Instagram from some account. This research was conducted with a total 30 participants as Eled student. Limited time and resources for data collection Using Reels ensures all participants evaluate the same content, reducing variability in responses.

1.5 Significance

This research is expected to provide valuable insights into the integration of social media, specifically Instagram Reels, in vocabulary learning among ELED students. The findings may benefit educators by offering alternative digital tools to support language instruction. For students, the study can increase awareness of the educational potential of platforms they use daily. Additionally, the results may serve as a reference for future researchers who wish to explore the use of social media in language acquisition contexts.

1.6 Definition of Key Term

1. Social Media

Social media removes human limits, space and time limits from social media. With these social networks, people can communicate anytime and anywhere, no matter how far away they are, day or night (Sitti 2021). Media that starts socialize to each other and takes place online so that people can interact without being restricted by space or time. They can access this digitized content (text, audio, video, images, etc.) and services (information, entertainment, communication, etc.). In this research instrument used is a questionnaire as information to find out how students perception to learn Vocabulary in Instagram.

2. Vocabulary

Vocabulary is a fundamental component of language that plays a crucial role in communication, as it serves as the foundation for listening, speaking, reading, and writing skills. Without sufficient vocabulary, learners will have difficulty expressing their ideas effectively or understanding the messages conveyed by others. In this study, vocabulary refers specifically to

English words acquired and used by ELED students, particularly those encountered through Instagram Reel.

3. Instagram

Instagram, as a visual-based social media platform, provides EFL learners with authentic and engaging opportunities to encounter new vocabulary in meaningful contexts, such as captions, comments, and short videos (Aulia & Gulö, 2022, p. 47). The short video feature with audio and text in Reels allows for multi modal (visual-auditory) learning, there by enhancing comprehension retention. Nonetheless, this benefit might only perta into fundamental vocabulary (high-frequency words),since Reels tends to present straight forward content and is less suited for complicated academic vocabulary.

Some examples of Instagram accounts that will be used as an example @joesintranslation, @vocabpoker, @winner_worldwide, @wordcoachapp, @englishmint, Cakeenglish, @learntrainenglish