

**ELED STUDENTS' PERCEPTION OF USING INSTAGRAM REELS TO  
LEARN VOCABULARY FREQUENCY**

**THESIS**



**By:**

**Ardiansyah Putra Yudharwan**

**201810100311148**

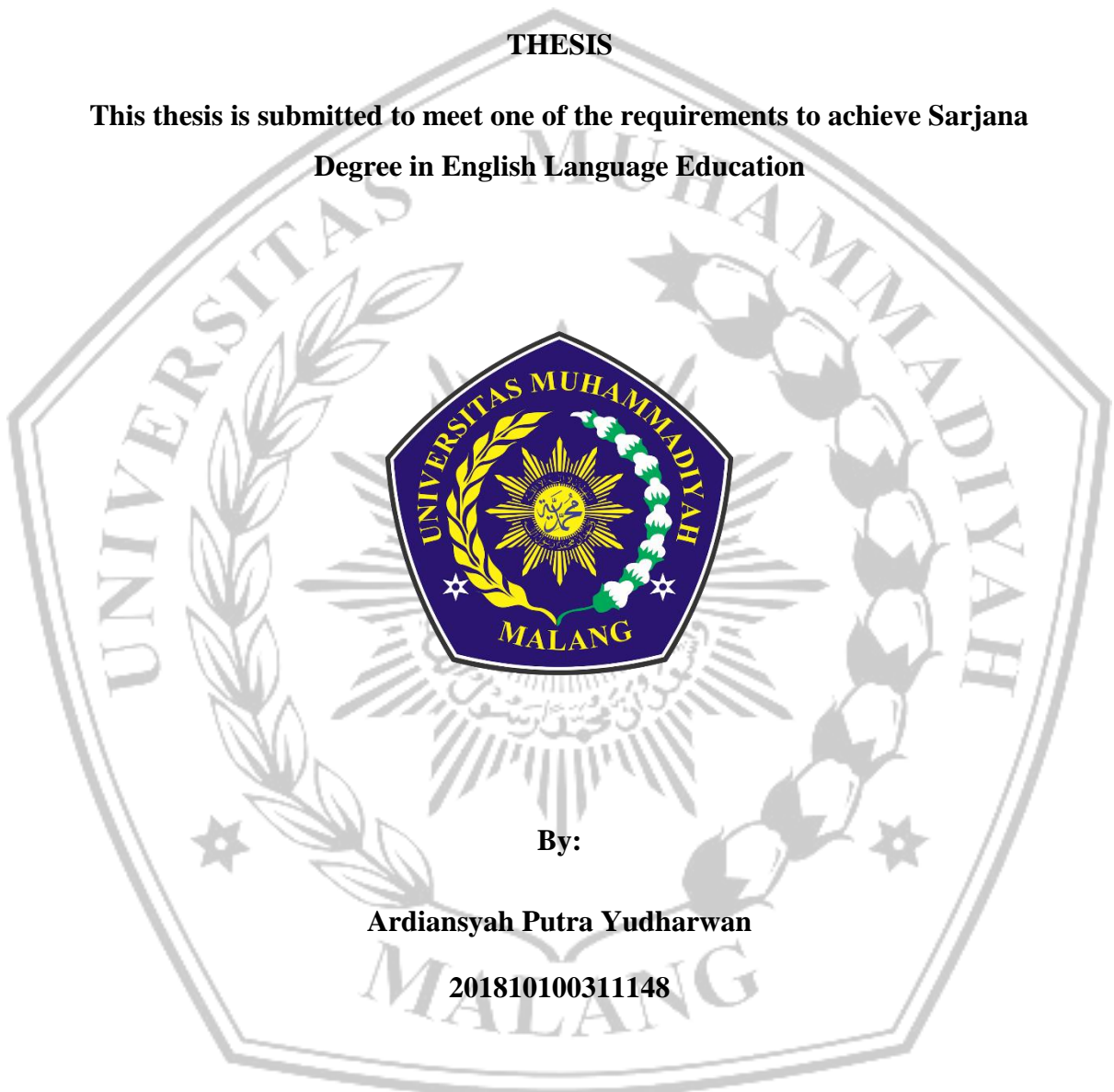
**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG**

**2025**

**ELED STUDENTS' PERCEPTION OF USING INSTAGRAM REELS TO  
LEARN VOCABULARY FREQUENCY**

**THESIS**

**This thesis is submitted to meet one of the requirements to achieve Sarjana  
Degree in English Language Education**



**By:**

**Ardiansyah Putra Yudharwan**

**201810100311148**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG**

**2025**

## APPROVAL PAGE

The thesis entitled “ELED Students’ Perception of Using Instagram Reels to Learn Vocabulary Frequency” was written by Ardiasyah Putra Yudharwan and was approved on Sunday, 26<sup>th</sup> May 2025.

Approved by:

Faculty of Teacher Training and Education  
University of Muhammadiyah

Dean,



Prof. Dr. Trikti Handayani, M.M

Examiners:

1. Dra. Erly Wahyuni, M.Si
2. Erlyna Abidasari, Spd., M.A

Signature

1. (.....)
2. (.....)

Advisor:

1. Adityo, SS., M.A

Signature

1. (.....)

## MOTTO AND DEDICATIONS

### MOTTO

“Done is better than perfect”

### DEDICATION

Praise and gratitude to Allah the Almighty for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Sony and Mrs. Muslichatul who have already prayed and supported my success and always advise me all the time.
  2. My beloved girlfriend, Ika Ayu Listy who helps me a lot.
  3. My beloved friends who always motivate, love, and support each other.
- My beloved lecturers and Almamater at The University of Muhammadiyah Malang which has contributed a lot to my development.

## ACKNOWLEDGEMENT

First of all, praise and gratitude to Allah SWT the almighty God who blessed me with guidance and mercy to finish this thesis as partial fulfillment the requirements for a degree in English Language Education. The peace is upon our prophet Muhammad SAW, with his family and his followers.

The researcher gives the highest appreciation to his beloved parents Mr. Sony and Mrs. Muslichatul who have given endless support, prayers, patience, and love. It will also be disclosed to all family members for their greatest support in completing this research.

The researcher also realizes that many people have helped the researcher in writing this thesis. Therefore, the researcher would like to express his gratitude and highest appreciation to:

1. Drs. Jarum, M.Ed as the Chairman of English Language Education Department, Faculty of Teacher Training and Education University of Muhammadiyah Malang.
2. Adityo, S.S., M.A as my advisor has provided his time, guidance, and kindness to accomplish this thesis.
3. All the lecturers in The English Language Education Department, The Universitas of Muhammadiyah Malang for their educated and provided a lot of knowledge.
4. All my best friends from The English Language Department; Pine Family and Big C class for their help, support, and suggestions during the study period.

5. All my best friends from senior high school that cannot mentioned one by one, have supported and loved each other even though we study in different places.
6. All my friends from organizations have always reminded and supported me in completing the thesis.

Finally, the researcher recognizes that there are still a lot of weaknesses in this thesis. The researcher expected suggestions from the readers for this thesis.



## AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang,



Ardiansyah Putra Yudharwan

## **Eled Students' Perception of Using Instagram Reels to Learn Vocabulary Frequency**

### **ABSTRACT**

This study investigates the perceptions of English Language Education Department (ELED) students at the University of Muhammadiyah Malang regarding the use of Instagram Reels as a tool to learn vocabulary frequency. The research adopts a quantitative approach, utilizing a questionnaire distributed to 30 ELED students to assess their engagement with Instagram Reels, perceived effectiveness, and vocabulary retention. The findings reveal that a majority of students (57.9% agree, 36.8% strongly agree) acknowledge Instagram Reels as an effective platform for frequent exposure to new vocabulary, attributing this to its engaging, visual, and repetitive format. The study highlights the platform's role in aiding memory retention, with 57.9% of students agreeing that repeated encounters with vocabulary in Reels improve recall. Additionally, the vocabulary test results demonstrate high accuracy rates (73.7–86.8%) in recognizing and using frequency-related vocabulary learned through Reels.

Despite these positive outcomes, challenges such as sustaining motivation and applying learned vocabulary in real-life contexts were noted. The study concludes that while Instagram Reels serves as a valuable supplementary tool for vocabulary acquisition, its effectiveness is maximized when integrated with structured pedagogical strategies. Recommendations include curating educational Reels content, encouraging active vocabulary usage, and combining digital tools with traditional learning methods. This research contributes to the growing discourse on social media's role in language education, offering practical insights for educators and students alike.

**Keywords:** *Instagram Reels, vocabulary frequency, ELED students, digital learning.*

Advisor

Researcher



Adityo , S.S., M.A



Ardiansyah Putra Y

## TABLE OF CONTENTS

<b>APPROVAL .....</b>	<b>i</b>
<b>MOTTO AND DEDICATIONS.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>AUTHOR’S DECLARATION OF ORIGINALITY .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>CHAPTER 1 .....</b>	<b>9</b>
<b>1.1 Research Background.....</b>	<b>9</b>
<b>1.2 Research problem .....</b>	<b>11</b>
<b>1.3 Research Objective.....</b>	<b>11</b>
<b>1.4 Scope and Limitation.....</b>	<b>11</b>
<b>1.5 Significance.....</b>	<b>12</b>
<b>1.6 Definition of Key Term.....</b>	<b>12</b>
<b>CHAPTER II.....</b>	<b>14</b>
<b>2.1 Digital Media .....</b>	<b>14</b>
<b>2.2 Social Media Instagram.....</b>	<b>17</b>
<b>2.3 Vocabulary.....</b>	<b>19</b>
<b>2.4 The Role of Instagram.....</b>	<b>21</b>
<b>2.5 Instagram Reel .....</b>	<b>22</b>
<b>CHAPTER III .....</b>	<b>24</b>
<b>3.1 Research Design .....</b>	<b>24</b>
<b>3.2 Research Sample .....</b>	<b>24</b>
<b>3.3 Research Instrument.....</b>	<b>25</b>
<b>3.4 Data Collection .....</b>	<b>26</b>
<b>3.5 Data Analysis.....</b>	<b>27</b>
<b>CHAPTER IV.....</b>	<b>28</b>
<b>4.1 Findings.....</b>	<b>28</b>
<b>4.2 Discussions .....</b>	<b>42</b>
<b>CHAPTER V .....</b>	<b>44</b>
<b>5.1 Conclusion .....</b>	<b>44</b>
<b>5.2 Suggestion .....</b>	<b>45</b>
<b>REFERENCES.....</b>	<b>48</b>



## REFERENCES

- Sitti. (2021). Students' perception on the use of Instagram to learn English vocabulary. *Journal of English Language Learning*, 5(2), 65-67.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to research in education (8th ed.). Wadsworth, Cengage Learning. <https://www.cengage.com/>
- Bryman, A. (2012). *Social Research Methods* (4th ed.). Oxford University Press. <https://academic.oup.com/pages/books>
- Chen, L., & Wang, Y. (2023). *Social Media as a Language Learning Tool: The Effectiveness of Short-Form Videos*. *TESOL Quarterly*, 57(1), 89-105.
- Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking and computer conferencing: A model and framework for community of inquiry. *The Internet and Higher Education*, 2(2-3), 87-105.
- Godwin-Jones, R., 2018. Emerging Technologies: Mobile-Assisted Language Learning. *Language Learning & Technology*. 22(1), 3-13. <https://doi.org/10.125/44350>
- Godwin-Jones, R. (2018). Using social media for language learning: Theories and practices. *Language Learning & Technology*, 22(1), 1-15.
- Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge. <https://doi.org/10.4324/9780203887332>
- Hayus, L. (2022). *Integrating social media in language learning*. *Journal of Modern Education*, 34(2), 89-102.
- Hwang, G. J., & Chen, C. H. (2017). Influences of an inquiry-based ubiquitous gaming design on students' learning motivation, problem-solving skill, and learning achievement. *Computers & Education*, 59(2), 105-120.
- Hwang, G. J., & Chen, C. H., (2017). Creating a Collaborative Learning Environment through Interactive Mobile Learning Apps. *Educational Technology & Society*. 20(3), 161–173. <https://www.jstor.org/stable/26196128>
- Jonassen, D. H., (1999). *Computers as Mindtools for Schools: Engaging Critical Thinking*. Merrill/Pretince Hall
- Jonassen, D. H. (1999). *Designing constructivist learning environments*. Educational Technology Publications.
- Miller, C. (2014). *Collaborative learning and technological advances*. Educational Technology Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Schneider, E. F., & Preckel, F. (2017). *Active learning strategies in higher education*. *Educational Psychology Review*, 29(3), 479-500.

Schneider, E. F., & Preckel, F., 2017. Interactivity in Digital Learning Environments: A Review and Future Directions. *Educational Technology Research and Development*

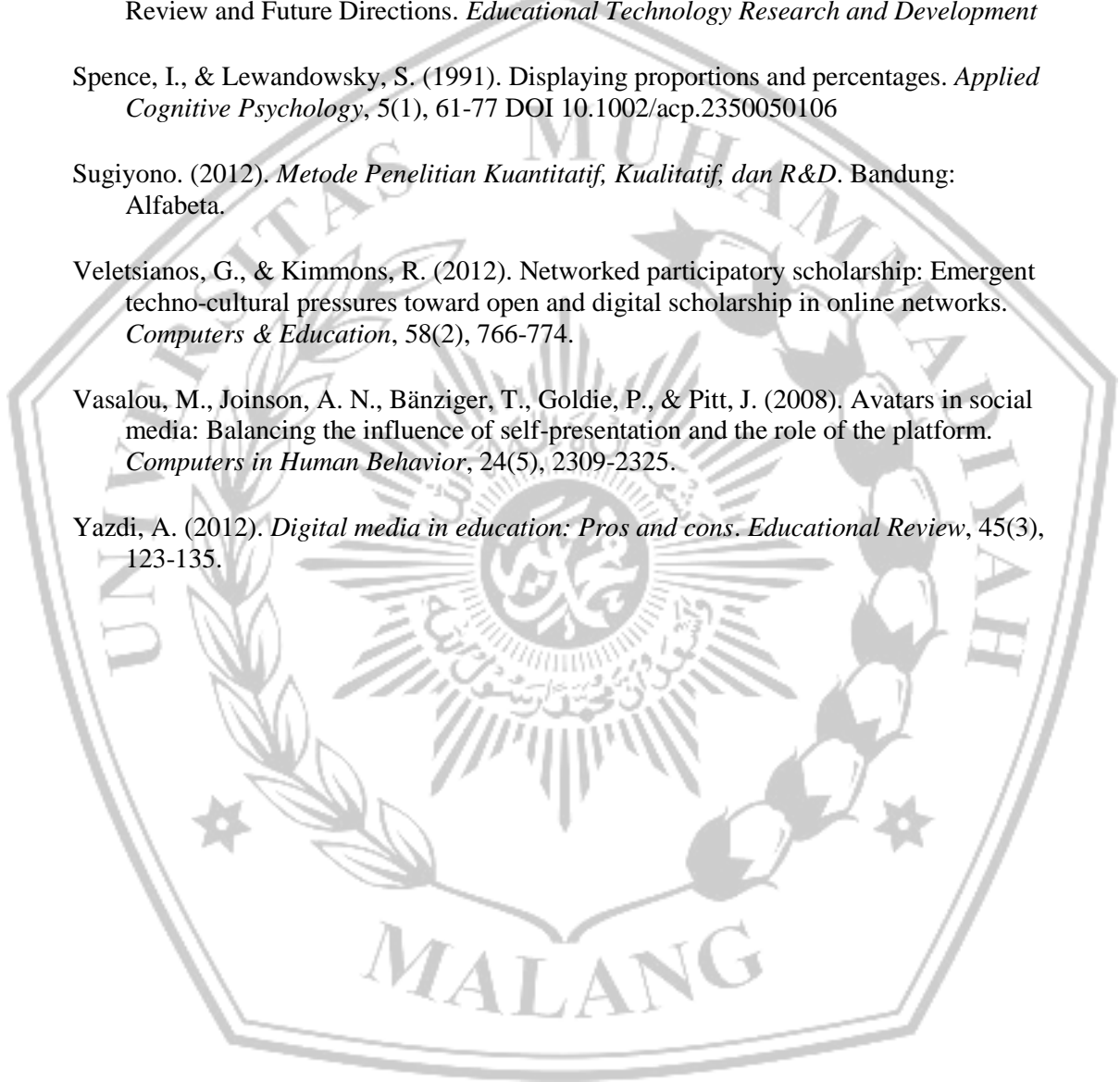
Spence, I., & Lewandowsky, S. (1991). Displaying proportions and percentages. *Applied Cognitive Psychology*, 5(1), 61-77 DOI 10.1002/acp.2350050106

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Veletsianos, G., & Kimmons, R. (2012). Networked participatory scholarship: Emergent techno-cultural pressures toward open and digital scholarship in online networks. *Computers & Education*, 58(2), 766-774.

Vasalou, M., Joinson, A. N., Bänziger, T., Goldie, P., & Pitt, J. (2008). Avatars in social media: Balancing the influence of self-presentation and the role of the platform. *Computers in Human Behavior*, 24(5), 2309-2325.

Yazdi, A. (2012). *Digital media in education: Pros and cons*. *Educational Review*, 45(3), 123-135.





UNIVERSITAS  
MUHAMMADIYAH  
MALANG



## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PENDIDIKAN BAHASA INGGRIS  
english.umm.ac.id | b.inggris@umm.ac.id

### LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

Nama : Ardiansyah Putra Yudharwan

NIM : 201810100311148

Telah melakukan uji kesamaan Karya Ilmiah dalam bentuk Tugas Akhir (Skripsi) dengan hasil sebagai berikut:

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	3%
CHAPTER II Review of Related Literature	0%
CHAPTER III Research Method	34%
CHAPTER IV Findings and Discussion	7%
CHAPTER V Conclusion and Suggestions	0%

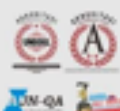
Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 14 Juli 2025

Koordinator Plagiasi Prodi,



Prihadi Dwi Nurcahyanto, M.Pd



Visi: Menjadi Prodi yang terkemuka di tingkat internasional dalam penyelenggaraan Pendidikan Bahasa Inggris berdasarkan nilai-nilai keprofesionalan dan ke-Islaman.