

## Students' Perception of the Use of Instagram as Mobile Learning in EFL Classroom

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### Abstract

This study's primary goal is to ascertain how students at UIN Sultan Syarif Kasim Riau's Department of English Language Education feel about using Instagram to help them learn vocabulary. The study at UIN Suska Riau examined students' perceptions of Instagram as a mobile learning tool for English education. The research involved 15 students, five of whom had a lack of vocabulary. Data was collected through in-depth interviews and analyzed using Miles and Huberman's methods. The study concluded that Instagram was beneficial for vocabulary development. There are several benefits and drawbacks that students saw with Instagram use. Students frequently use social media platforms like Facebook, Instagram, WhatsApp, Line, Twitter, Facebook, TikTok, Telegram, and YouTube. Instagram and WhatsApp are the most used, with an average user spending over three years on these platforms. Instagram's benefits include information, communication, and educational processes. However, it has drawbacks like careless behavior, time waste, and trouble filtering information.

Additionally, it can contain pornography, crude language, harsh words, and inappropriate content. Students need to use caution when using social media, as it can support learning English skills like listening, grammar, vocabulary, and pronunciation. Students learn vocabulary through various methods, such as books, dictionaries, songs, movies, games, comics, and YouTube.

**Keywords:** Instagram, Mobile Learning, Vocabulary

### Introduction,

There is no denying the speed at which technology is advancing. The advancement of technology has a profound effect on many facets of life. Numerous industries, including banking, healthcare, defense, marketing, entertainment, and even education, have been impacted by technology (Bolat, 2018). The most significant phenomenon linked to the advancement of potent smartphones in the last ten years is social media. Social media platforms'

transparency, interaction, and friendliness make them effective instruments for teaching and learning methods (Manca & Ranieri, 2016).

In recent years, mobile learning, or m-learning, has gained popularity as a new paradigm for education, particularly in higher education institutions. The quick advancement of mobile technology has made the concept of m-learning feasible. According to Hwang et al. (2009), The use of mobile technology to support learning is referred to as m-learning. With the help of mobile learning, teachers can provide students with online learning resources that they can utilize whenever and wherever they're needed to accomplish goals that are not possible to accomplish with other teaching approaches (Jou et al., 2016).

Nowadays, a lot of people are interested in using Instagram. Teenagers make up the bulk of Instagram users. These days, a lot of Instagram accounts share information about English-language content in addition to images and videos. Given this information, it can be said that students today have access to a wide range of technology that can aid in their learning (Aminatun, 2019). Yadegarfar & Simin (2016) stated that Instagram can be very helpful in the educational setting because it provides visual elements for students who learn best visually. It also offers a lot of contextualized visual information. Acquiring knowledge of vocabulary is a crucial aspect of learning English. Having a large vocabulary is essential to learning a foreign language (Ambarwati & Mandasari, 2020). The sophistication of technology and the role that teachers play in vocabulary instruction are inextricably linked. Instagram offers a fun and engaging alternative for students to learn vocabulary because it is bolstered by pictures that can inspire students to learn and know more about English, which is in line with the dynamic development of technology and the tastes of sophisticated students (Z. F. Pratiwi & Ayu, 2020).

For the first semester in the English Education department at Islamic State University Sultan Syarif Kasim Riau, there is a Vocabulary in Context subject which has two credits. Based on a preliminary interview on 20 February 2023 with the student in the first semester in the English Education department, the researcher found that students have problems with vocabulary. Students have a lack of vocabulary, so it makes students difficult to communicate or interact using English in class. In the view of Adam (2016), lack of vocabulary knowledge greatly hinders EFL learners' real communication.

Based on the problems above, the researcher can conclude that using Instagram can be one solution to vary the learning method, especially in learning vocabulary. Ray (2018) stated that many users also use Instagram to share educational information. Instagram has a lot of accounts that talk about learning English, and also Instagram offers fun features providing students with pleasure in learning. Another point is that Instagram can increase teachers' and students' digital skills.

Some previous studies have discussed the topic of the use of Instagram as learning media. Kamal (2019) mentioned that Instagram is an interesting mobile learning media to improve students' vocabulary of four factors namely; simplicity, accessibility, feeling of happiness, and student vocabulary mastery achievement. Mansor & Rahim (2017) in their study, revealed the student's experience in using Instagram as a tool to make students more motivated and to enhance their interest in participating in the learning process using Instagram. Also, Sandy and Aris (2018) found that Instagram's edutainment learning style has made students feel comfortable, learning English through Instagram is an interesting vocabulary input for Gen Z students. Therefore, considering the identified research gap and explanation above, this research focuses on how is the students' perception of the use of Instagram as mobile learning to support their vocabulary learning. Then, the subject of the research is the first semester of the English education department at Islamic State University Sultan Syarif Kasim Riau.

Dealing with the limitation of the problem above, the researcher formulates the research problem "How is the Students' Perception on the Use of Instagram as Mobile Learning to support their Learning Vocabulary in the First Semester of English Education Department UIN Suska Riau?"

### **Research Methodology**

This research used qualitative research. As defined by Creswell (2007), An approach to investigating and comprehending the meaning that individuals or groups attribute to a social or human problem is called qualitative research. To understand how students in the English Education Department at UIN Suska Riau perceived using Instagram as a mobile learning tool to support their vocabulary

learning during the first semester. This study uses a descriptive qualitative research design.

The study's informants were first-semester students from UIN Suska Riau's Department of English Education who lacked vocabulary. Purposive sampling was employed by the researcher to choose the informants. Since there were more than 100 students in the study overall, there are 123 students enrolled in the English Education Department's first semester, according to Arikunto (2010) the researcher must take samples in the range of 10-15%, 20-25%, or more if the population is larger than 100. As a result, this research selected 15% of the student body overall. In the first semester, this researcher selected five students per class from a total of twenty students who were not only accustomed to using Instagram for mobile learning but also lacked vocabulary.

Interviews are conducted as part of the data collection technique. Patton (2002) defines interviews as open-ended discussions that provide in-depth responses about individuals' experiences, perceptions, opinions, feelings, and knowledge. The researcher applies data analysis techniques, specifically data reduction, data visualization, and conclusion. September 2023 was the research conducted for this study. The research site at Sultan Syarif Kasim Riau State Islamic University is situated at Jl. H.R. Soebrantas, no. 155 km 15, Simpang Baru, Tampan, Pekanbaru.

This study uses Huberman & Miles's (2012) data analysis method, which consists of data reduction, data display, and conclusion drawing/verification. Data reduction involves summarizing and focusing on important aspects of the research, while data display presents data in narrative form, making it easy to understand. The conclusion drawing/verification is the final step in qualitative research, allowing the author to conclude agreeing with the research subject. The data is transcribed into written transcripts, and the researcher matches it with research questions to answer questions one and two.

To check validity, the researcher uses triangulation (Noble & Heale, 2019), which involves corroborating evidence from various individuals, types of data, and methods of data collection. Method triangulation helps minimize the effect of weaknesses in one research method on the strengths of other methods. There are four types of triangulation: source triangulation, methodology triangulation,

investigator triangulation, and theoretical triangulation. In this study, methodology triangulation was employed.

## **Findings and Discussion,**

### **Findings**

#### **Social Media Usage**

The researcher learned more about the kinds of social media apps that respondents were using from the interview results. Every respondent uses multiple social media platforms, including YouTube, Instagram, WhatsApp, Line, Twitter, Facebook, TikTok, and Telegram. All of the respondents use Instagram and WhatsApp; the majority have been using these platforms since junior high school, or between four and five years ago.

Most of the students have been using social media since five years ago or since they were in junior high school. It was explained by students, as follows.

According to the 1st student:

*"Yes, I have, sis. Instagram, Tik-Tok, hmm Twitter, WA. Hmmm it's been 5 years maybe from junior high school" (Line 8-12)*

According to the 9th student:

*"Yes of course. There are several. There's Instagram, Tik-Tok, Facebook, WA, that's it. About 5 years this year, sis" (Line 8-12)*

According to the 10th student:

*"I have. There is Instagram, Twitter, WA, hmm, and what else, that's all. There's a Line but rarely. From the second grade of junior high school if I'm not mistaken. I created my first Instagram account in 2nd grade of junior high school" (Line 8-12)*

According to the 12th student:

*"Yes, hmm there is Instagram, hmm what else, Facebook, WhatsApp. Maybe five years, since junior high school" (Line 8-10)*

Besides having used social media for 5 years. Some students have used social media about 4 years ago. It was explained by students, as follows:

According to the 2nd student:

*"I have, sis. There is Instagram, only Instagram. Hmm around 4 years I think" (Line 8-12)*

According to the 3rd student:

*"Yes, I have. Hmm like Instagram, Tik-Tok, WhatsApp. Hmm, I think around 4 years Sis. Since junior high school"*

According to the 16th student:

*"I have, sis. Social media Instagram, Facebook, yeah. Hmm from 2019 sis, Instagram. Around 4 years ago"*

Besides that, some students have recently used social media. Which is since they graduated from high school about one or two years ago. Some students have been using social media since two years ago. Because some students study in boarding schools, and they're not allowed to use their smartphones. It was explained by students, as follows.

The 15th student said:

*"There is, sis. There's Instagram, hmm Facebook, Twitter, and WhatsApp. Not too long ago, only about 2 years" (Line 8-10)*

The 18th student said:

*"Of course. There's TikTok, Instagram, Twitter, WhatsApp. Hmm, I think since I graduated from high school. Because when I was in high school, I went to boarding school, so I didn't have gadgets, so I've only had gadgets since in college" (Line 8-10)*

The 20th student said:

*"I have, sis. Hmm WhatsApp, Instagram, and Telegram. Since 2021, sis. Yes, sis, it's only been 2 years" (Line 8-14)*

Among the twenty students, some students have used social media since they were in elementary school. The social media they have used since elementary school is Facebook. It was explained by students 7 and 19.

The 7th student said:

*"Hmm There is, sis. WhatsApp and Instagram, and Facebook. Hmm more or less... around, there are maybe 10 years, sis. Yes, since junior high school. But Facebook is from elementary school" (Line 8-12)*

The 19th student said:

*"I have, sis. There are five of them. There is Telegram, Instagram, WhatsApp, Facebook, Twitter. Already from elementary school. Especially Facebook" (Line 8-12)*

The duration of social media use per day among all participants varied. On average, they use social media for more than three hours a day. Most of the participants used social media four to five hours a day. The 10th student mentioned that:

*"I think it's more like 3 hours if you total it all day"(Line 14)*

In Addition, the 16th student mentioned:

*"Hmmm it could be 4 to 5 hours in a day maybe"(Line 14)*

Participants had similar statements about the duration of social media use each day. They use social media whenever they have free time, or whenever they use their smartphones they must open social media. The 2nd student stated that:

*"Often, sis. Almost every time I have free time" (Line 14)*

It is clear from the justification above that every informant uses social media frequently. Informants have utilized a variety of social media platforms, including Facebook, Instagram, WhatsApp, Line, Twitter, Facebook, TikTok, Telegram, and YouTube. Every informant used multiple social media platforms. When it comes to social media, they use Instagram and WhatsApp the most. The time spent using social media exceeds three years. The average person uses social media for over three hours every day.

### **Advantages and Disadvantages of Instagram**

The participants have different points of view on the advantages of using Instagram. Overall, the students mentioned that Instagram gave them advantages in communication and information resources. Not only for communication and information resources, but also their motivation in using Instagram that are for socializing, adding new knowledge, and learning tools.

Most of the students find the advantage of using Instagram is to get information. They use Instagram to get information whereas nowadays, information is very easy to access through social media including Instagram.

According to the 3rd student:

*"Hmm, the advantage is getting information, getting the latest news, like that, sis" (Line 18)*

According to the 5th student:

*"The advantage is maybe we can get information, which we didn't know before. Then later it will be like updates from other friends" (Line 14)*

According to the 11th student:

*"Hmm... Maybe just to know, sis, what's going on outside, sis, and also to look at information sometimes sis" (Line 18)*

The 12th student added:

*"Hmm if the advantage is maybe like info about what is needed, what is new" (Line 14)*



Some students mentioned that one of the advantages of using Instagram is to add new friends and socialize. By using Instagram, they can communicate with each other more easily even from a distance. The 8th student mentioned:

*"The advantage is that we can learn how to socialize"(Line 18)*

In addition to making new friends, students mentioned that one of the benefits of using Instagram is to find information about competitions, or information about scholarships which is beneficial for students. The 10th student said:

*"Hmmm if you use Instagram, there are many advantages. Maybe you can add friends and then look for scholarship info and look for competition info like that, right?"(Line 16)*

Some students also agree that one of the advantages of using Instagram is that Instagram can be used as a learning tool. They can also learn English through Instagram. With Instagram, they can more easily learn anywhere and anytime.

According to the 13th student:

*"For using Instagram, Nabila found the advantages, sis. Like there are advantages, like finding hmm videos about English, so we can learn from there" (Line 16)*

The 18th student added:

*"If the advantage is like ... right now social media is faster at catching news, so like the events that have just happened are all available directly on Instagram. Learning can also be on Instagram"(Line 16)*

In addition, students mentioned that one of the benefits of Instagram is that it can support their hobbies. They can find some content that discusses similar topics that suit their hobbies. From the content, they can gain new knowledge and improve their skills. The 16th student said:

*"Hmm, the advantages are that we can, for example, look at reels on Instagram, for example, Raihan likes editing, Raihan can also get insight from the reels about editing, photos, like that" (Line 18)*

The justification given above demonstrates the advantages of the Instagram app. We can conclude that individual perception determines the benefits of Instagram. Some students believe that Instagram's benefits include its potential as a source of information and its ability to streamline the communication and educational processes. According to user perception, Instagram also has the benefit of providing media that satisfies their hobby.

Apart from the benefits, students discovered certain drawbacks when utilizing Instagram. From the standpoint of students, social media has various drawbacks,



including carelessness. Instagram encourages users to keep exploring and unintentionally ignores other activities.

The 2nd student mentioned:

*"If it's a disadvantage, I think it can make negligent"(Line 16)*

The 5th student mentioned:

*"If there are disadvantages, mostly it just makes you negligent"(Line 14)*

The 19th student added:

*"But there are many disadvantages. Yes, it wastes time, yes, it makes negligent" (Line 20)*

Besides making negligent, in students' perception, social media can also waste time. Because excessive use of social media makes students complacent so they waste time.

The 13th student said:

*"I think the disadvantage is just wasting time, sis"(Line 16)*

The 16th student added:

*"The disadvantage is maybe hmm every time you sit down or have some free time, you immediately look at Instagram even though you don't know what you want to see, right? Wasting anyway sis"(Line 20)*

Due to the abundance of information available on social media from multiple sources, another drawback of social media is that it can be challenging to concentrate on content. Because of the inappropriate content, rude remarks, harsh language, and pornography, Instagram can also be a very dangerous place for users.

The 3rd student mentioned:

*"If the disadvantages are like the posts of women that are not worth seeing, which are not polite"(Line 18)*

The 8th student mentioned:

*"As for the disadvantages, sometimes we can find some harsh words on Instagram"(Line 18)*

The 14th student mentioned:

*"As for disadvantages, there are many. Adel sometimes finds things that are not good in Adel's searching page, sis"(Line 18)*

One of the advantages of using Instagram is getting information. There is a lot of information that we can get from Instagram. But it can also generate disadvantages, such as false information or can be called hoaxes.

The 4th student stated:

*"If the disadvantages, of course, there is also a lot of information that is not true, like hoaxes"(Line 16)*

The aforementioned explanation leads to the conclusion that social media has several drawbacks, including careless behavior, time waste, and trouble filtering information. Pornography, crude language, harsh words, and inappropriate content are further drawbacks. This implies that individuals who use Instagram for negative purposes may pose a risk to other users. As a result, when using Instagram and other social media, students need to use greater caution and wisdom. The researcher included some crucial details in the table below to aid the reader in understanding the interview results:

**Table 1.** Advantages and Disadvantages of Instagram

<b>Advantages</b>	<b>Disadvantages</b>
Get Information	Makes negligent and wasting time
Adding new knowledge	Hoaxes or false information
Adding new friends and socializing	Impolite things such as harsh words, pornography, and inappropriate stuff
Learning tools	
Supporting hobbies	

From the perspective of the participant, the aforementioned table outlines the general benefits and drawbacks of Instagram. The participant stated that overall, Instagram offers more benefits than drawbacks. To get the most out of Instagram and reap the rewards as learners, students ought to utilize it more strategically.

### **Students' Perception of the Use of Instagram as Mobile Learning to Support Their Learning Vocabulary**

#### **Social Media for English Learning**

Information regarding students' opinions of social media in the context of learning English was discovered by the researcher. Nearly every informant expressed a similar opinion regarding the role that social media plays in their English language learning process. According to the students, social media can aid and facilitate their English language learning process. Concerning the thoughts of the seventh student:

*"Hmm very helpful, sis. Hmm Father also often sees English-language content through social media earlier, sis" (Line 18)*

The 17th student added:

*"Hmm maybe it can support anyway, sis. More like for example, there are foreign videos that use English so you can learn from there" (Line 16)*

As well as from the opinions of some students, social media can help them in learning English because social media can be easily accessed anywhere and anytime. Hence, learning does not have to be too formal like in class or using books. Thus, they can learn more enjoyably and flexibly.

The 4th student said:

*"Of course, it can support it. It is also very possible that hmm Instagram or social media is easily accessible anywhere so it is also possible for us to use it to learn" (Line 18)*

The 6th student said:

*"Yes, sis. It can help. Hmm from Instagram there are also many right, there are also many figures like what, like what's the name, celebgrams who are also like giving education on how to learn English, and also now we learn English not only in class but also through various media, right?" (Line 14)*

According to the 14th student:

*"Hmm, sometimes the knowledge we get on social media is not always what we get on campus. Then again, it's more flexible. We just need to screenshot it and it will be in our cellphone gallery. So we don't need to carry books everywhere" (Line 28)*

According to the 18th student:

*"I think it's quite supporting. Because if you're on campus, in class you're a bit scared if you want to ask questions to the lecturer. If on social media it's like if we don't know, we can just search for it, it's more enjoyable" (Line 18)*

Some students mentioned that social media can help in learning, especially learning English. Like on Instagram, there is some English content such as videos that discuss English. There is also content that is provided in the form of quizzes or tests. Hence the students can answer the test and get new knowledge that they didn't know before. It very helps the student to learn about Pronunciation, Grammar, Vocabulary, and also Listening.

The 9th student mentioned:

*"Ohh it helps too, sis. For example, if we follow accounts that contain content about English learning, well usually there is how to pronounce the word correctly, and about listening too, there is also an application Sis like Duolingo, right? It can help too" (Line 18)*

The 14th student mentioned:

*"Oohh very helpful sis. Because sometimes on Adel's search page, there are posts about the use of grammar and vocabulary" (Line 20)*

The 19th student added:

*"Ooh if for learning English, it can support, sis. That's in ... there are many of them ... like English tests, sis" (Line 22)*

According to the 16th student, social media can help in learning English. Like on Instagram, there are many positive things like communities. For example, the learning English community. It can be helpful because through the community we can learn together with various people. The 16th student said:

*"Yes sis, it can help. On Instagram itself, for example, there are communities like that, sis, if you want to learn English, you can join the English community that exists on Instagram" (Line 22)*

Based on the explanation above, the researcher inferred that the informants perceive that social media influences English learning. Social media can help and support them in learning because the student can access social media anywhere and anytime. It can be media for learning English skills such as Listening, Grammar, Vocabulary, and also Pronunciation through the contents that exist on social media. Social media also has various methods for English learning material such as quizzes or tests. Therefore, social media is very useful for students in the English learning process.

### **Vocabulary Learning Experience Before Exploring English Learning Account on Instagram**

This section describes the students' experiences in learning vocabulary before they learned about English learning accounts on Instagram. This section shows the media and methods they used to learn vocabulary before using English learning accounts on Instagram. Most of the informants have the same method of learning vocabulary. Before exploring English learning accounts on Instagram, they learn vocabulary through books, dictionaries, translation machines, or online dictionaries, songs, movies, notebooks, and videos.

Several students use media such as music or film, and videos on YouTube for learning vocabulary. They get new vocabulary from the English movies they watch or the English songs they listen to. If they find an unfamiliar word or they don't know the meaning of some words, they use a dictionary or Google Translate to find out the meaning. Thus, they can increase their vocabulary from there.

The 2nd student mentioned:

*"For learning vocabulary, sometimes through music or film. If there is something that doesn't know the meaning of, Acha usually look it up through an online dictionary, or sometimes google it, sis"(Line 20)*

The 4th student mentioned:

*"Usually like through films, hmm then like YouTube, there are also many on YouTube that we can learn. If there's something Amanda doesn't know the meaning of, Amanda usually writes it down first and then looks up the meaning on Google"(Line 20)*

The 11th student mentioned:

*"Vocabulary is hmmm from the film anyway, sis. Lulu just connects itself word by word. So, if this film, sometimes just follows the flow. Then we can understand the meaning of the film"(Line 24)*

The 12th student mentioned:

*"Most of the time, it's YouTube or reading books. For vocabulary addition, mostly through storytelling. Later, if there are vocabulary words that I don't know the meaning of, I'll look them up in the dictionary"(Line 18)*

The 15th student mentioned:

*"Ohh through YouTube, sis. Sometimes YouTube has lessons about grammar and vocabulary, and now you can directly translate the language or subtitles if you don't understand the meaning"(Line 18)*

Besides using media such as music or movies, some students learn vocabulary using the memorization method. They memorize the words and also practice them regularly. They can learn vocabulary by practicing speaking English because with practice it can make them memorize the vocabulary. And from there, they can increase their vocabulary.

According to the 3rd student:

*"We used to learn English at the boarding school, we were given vocabulary. Then we memorized it. The tutor told us to memorize and then report it to the mentor. Last, the mentor asks us to practice it, sis"(Line 24)*

The 6th student added:

*"For example, sometimes I like to talk to myself, like for example if I want to say something, I'm already talking to myself, then for example, if I don't know the meaning, I don't know what to translate into English, I look it up first through the online dictionary, right? So, I can add new vocabulary and remember it better" (Line 20)*

Not only do we learn vocabulary through music or movies, but most of the students also learn vocabulary through books. Besides using books, translation machines such as Google Translate or online dictionaries are also very helpful for them to learn vocabulary.

The 5th student said:

*"Hmm like reading a book, or through the dictionary, Sis"(Line 18)*

The 7th student said:

*"Hmm the first, hmm exploring on books, like that, sis. Then also hmm like watching movies"(Line 19)*

The 13th student added:

*"Books anyway, sis. Or videos like that. Later, if there are words that I don't know the meaning of, I will look them up through Google Translate or dictionaries"(Line 20)*

In addition to learning in formal ways such as books, some students study with their friends. Some students learn vocabulary through games. In the game, they can interact using English. Some applications provide it such as Discord. By practicing with other friends, they can easily remember the words.

According to the 9th student:

*"Maybe study with friends. I sometimes ask my friends if I don't understand something. The we'll learn together"(Line20)*

According to the 16th student:

*"Hmm Raihan itself, learning vocabulary is more about conversation, sis. Raihan learns through the discord application, sis"(Line 24)*

According to the 17th student:

*"Usually it's more about memorizing vocab, sis. Hmm... Sometimes, for example, if talking with friends through online games, Shiddiq doesn't understand, then after finishing playing the game, Shiddiq checks the words in the dictionary that I didn't understand before, sis"(Line 18-20)*

At last, some students learn through comics. they can increase their vocabulary from the English comics they read. Currently, many digital platforms provide online comics, one of them is the Webtoon application. The 14th student stated:

*"Ooo if for vocab, if to increase vocab Adel often reads Webtoon, sis. Because there are comics that use various languages, one of them is English. So, Adel can learn from there. Hmm later if there are words that don't know the meaning, Adel search through google translate, sis"(Line 22)*

From the explanation above it can be deduced that all students have different methods of learning vocabulary before exploring English learning accounts on Instagram. Mostly, the students learn vocabulary through books, dictionaries or online dictionaries, songs, movies, games, comics, and YouTube but they also learn new vocabulary from memorizing and daily practicing with their other friends.

### **Vocabulary Learning Through English Learning Account on Instagram**

This category explains how students' perception of vocabulary learning through English learning accounts on Instagram. All informants perceived that the

English learning account was good for supporting vocabulary learning. Some examples of such accounts are @mrbbobkampunginggris, @jagobahasacom, and @kampunginggrism.

According to some students, those account on Instagram has interesting content, present the learning material in a good way, provide pronunciation videos, no need to attend the class, and are easy to access everywhere and anytime. Therefore, students enjoy learning through Instagram and feel supported or helped in learning vocabulary by those accounts on Instagram.

According to the 2nd student:

*"There are a lot of impacts like hmm positive ones, for example, we get a lot of new words that we don't get in class because English is not our culture. So, there are many English cultures, and their cool languages from the account"(Line 32)*

According to the 4th student:

*"Hmm that account (jagobahasa.com), provides interesting and simple content. So, you don't get bored. There, for example, there are artists, right, speaking English, so they correct the wrong vocabulary. So, we know more and we can apply it in our lives too. For the positive impact, it is to support lectures as well."(Lines 24 and 32)*

According to the 6th student:

*"Yes, sometimes they make content like that. Some content sometimes has discussions that we might not know and then we find new vocab. That's where we can add more vocabulary. The positive impact is, if usually at school it's too formal like bored or something. So, if through social media it is more varied, how do they present how to learn English, presenting the material is simpler" (Lines 18 and 22)*

According to the 9th student:

*"What's like this, for example, the video is word-by-word, like what does eye mean, then from the words it will be made into a sentence. So, it's interesting like there are games. I don't get bored, Sis. The benefits for us are, for example, like we see English content, especially when we are majoring in English, so yes, it helps us in learning. For example, on the account there is grammar practice content, we remember it, like vocabulary too"(Line 26 and 30)*

According to the 11th student:

*"What is certain is that I got a lot of benefits from it. Hmmm... If you see English content like that, the positive impact is felt, because we can learn the accent. Then if our pronunciation is a little wrong, if we hear the right one, we will also correct what we say. Add a lot of new vocabulary too. That's what Lulu feels, sis"(Line 34)*

Some students also perceive that English learning accounts have a positive impact on vocabulary learning. They perceive that English learning accounts help them to get vocabulary idioms, slang words, rare words, or unfamiliar words.

The 2nd student mentioned:



*"It's like a course account, so it's like there's slang words or cool language. But in English, and there's a lot of it. The newest"(Line 26)*

The 5th student mentioned:

*"It can be supported. The account uses a lot of vocabulary that is rarely heard"(Line 24)*

The 7th student mentioned:

*"Yes, hmm first to increase vocabulary, also it is like discussing idioms so that it can enrich our English too"(Line 30)*

The 16th student mentioned:

*"The content talks about English vocabulary that people rarely know, or abbreviations, like idioms"(Line 28)*

From the information above can be concluded that all participants had different perceptions about learning vocabulary through an English learning account on Instagram. All participants show a good opinion or reaction about that account. There are several positive points of view about English learning accounts such as those accounts can give information about new vocabulary, slang words, and idioms. Then, those accounts are interesting with interesting methods, and interesting content. It is supported with a pronunciation video, it can be downloaded, is easy to access, and has no special rules, and there all no need to attend the class to get new knowledge.

## **Discussion**

Based on the data analysis above, the researcher found findings that were answered by using one instrument, namely an interview. The instrument is used to answer research questions. "How is the Students' Perception of the Use of Instagram as Mobile Learning to Support their Learning Vocabulary in the First Semester of English Education Department UIN Suska Riau?". The findings can be seen as follows;

Based on the observation and interview data obtained from the participants, the researcher found that all respondents have the Instagram application, and the social media that are most frequently used by respondents are Instagram and WhatsApp. Ubaedillah et al. (2021) stated that learners of English often use these platforms to practice and improve their language skills, connect with other learners and teachers, and participate in activities. These platforms provide a range of opportunities for students to advance their English language proficiency, including writing independently, corresponding with classmates and family, and taking part in

exercises that improve their language skills. You can watch instructional videos, interact with other learners, and follow English language learning accounts on Instagram, for instance (Zampieri et al., 2022). WhatsApp can be used for educational content sharing, language exchange, and group discussions (Ubaedillah et al., 2021).

Based on the interview findings, the researcher found all the participant has points of view about Instagram as a function for their English learning process. There are advantages and disadvantages according to the students. The advantages mentioned by students such as communication, information resources, socializing, adding new knowledge, supporting hobbies, and also learning tools. According to Mahmud et al (2022), utilizing Instagram as a learning tool English has several benefits. First of all, it facilitates interactive and visual communication, which helps with language practice and development. It also functions as a useful information source, offering grammar manuals, vocabulary lists, and other resources through accounts devoted to English language learning. Thirdly, it promotes networking opportunities and socializing by putting students in touch with their communities and peers. By presenting new vocabulary, grammatical rules, and language usage, it also expands knowledge.

Additionally, it encourages hobbies by letting users pursue interests in English, which makes learning interesting and relevant. Additionally, users can create and share language-learning-related content on Instagram using its features like Reels and Stories, which serve as learning tools. Additionally, it helps to boost confidence by providing feedback and opportunities for writing. It improves vocabulary and writing abilities by promoting a regular writing habit in English. Finally, it enriches users' language learning experiences on the platform by exposing them to a variety of vocabulary (Bestari et al., 2020).

Next, are the disadvantages. There are several disadvantages of social media from students' perspective, such as being negligent, wasting time, hoaxing information, pornography, impolite things, harsh words, and inappropriate stuff. Instagram can present several challenges for English language learners. First of all, it can cause inattention in students by acting as a distraction, causing them to spend too much time on the platform instead of paying attention to their English language studies. Second, it can be time-consuming. Users have been known to spend hours

reading through content and interacting with others, which can interfere with their study time and hinder their ability to improve their English. Furthermore, people who share inaccurate or misleading information on Instagram may be disseminating misinformation that hinders their ability to learn English.

Additionally, it may contain explicit material that is improper for students learning English and could hinder their educational experience. Additionally, offensive or disrespectful content on Instagram has the potential to harm students' learning environments and English language proficiency. Finally, it may contain language that is harsh or abusive, which could be harmful to students' English language development and learning process. Overall, these negatives emphasize how crucial it is to use Instagram responsibly and be aware of any potential risks, even though it provides many advantages, such as visual learning and the use of real language (B. Pratiwi & Nuryanti, 2018).

All students agree that Instagram can support them in learning English. Instagram is an application that is on students' smartphones so they can use it whenever and wherever they want. Apart from being a medium for communication and entertainment, Instagram can be used as a medium for learning because learning does not have to be too formal like in class or using books. Teng et al. (2022 & Thomas (2020) also confirmed that Instagram offers an informal learning environment, providing more engaging and diverse content for English language learning. It facilitates social interaction among learners, exposing them to real-life contexts and real-life English usage situations. Instagram's features like Stories and Reels allow users to create and share content related to English language learning, making it an effective learning tool.

Most of all the students perceive that the English learning account on Instagram was good for supporting vocabulary learning. Some examples of such accounts are @mrbobkampunginggris, @jagobahasacom, and @kampunginggrism. Students found the accounts helpful because the explanation of the accounts was easy to understand. Many accounts simply present the material with various methods. There are videos, quizzes, and even games. It makes students not bored while learning. Social media games, quizzes, and videos can all be useful tools for learning English because they give students fun, interactive ways to practice and get better at the language. Studies have indicated that social media sites such as

Instagram can be utilized to develop feed-based assignments that assist students in enhancing their attitude toward learning English and their knowledge of grammar (Teng et al., 2022). Research conducted by Rerung (2021) shows that Students agree and strongly agree on how social media sites like Instagram impact their language learning from a variety of angles. It has been discovered that these platforms have an impact on language learning. And because Instagram is a social media that is easily accessible and flexible, students have a more enjoyable learning media.

Students get a lot of new vocabulary from these accounts. Such as slang words, idioms, abbreviations, and even words that they rarely find or unfamiliar words. From there, they also get words that they don't find in the classroom. They can also find out the correct pronunciation of each word which makes it easier for them to get new lessons about vocabulary.

## **Conclusion and Suggestion**

### **Conclusion**

Based on the explanation above, it can be concluded that students have a positive perception of Instagram as Mobile Learning to support them in learning, especially in learning vocabulary. In general, students feel enjoyable learning vocabulary on Instagram. They feel helped by the existence of accounts that discuss English on Instagram and it also supports them, especially in learning vocabulary.

### **Suggestion**

Several important areas could be investigated to learn more about how students at UIN Suska Riau's English Education Department feel about using Instagram as a mobile learning tool. First of all, asking students questions or holding interviews with them could yield insightful information about their preferences, experiences, and difficulties when using Instagram to improve their English. Furthermore, an examination of Instagram's effects on students' motivation, engagement, and language skills may provide insight into how successful the platform is as a mobile learning tool. A thorough grasp of Instagram's possible advantages and disadvantages in an educational setting may also be obtained by looking into how it supports group projects, language practice, and cross-cultural interactions among students. All things considered, investigating students' perspectives via empirical study can help to improve the integration of Instagram

and other mobile learning technologies in English language education at UIN Suska Riau.

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