

# THE USE OF ENGLISH VIDEO LEARNING IN INSTAGRAM REELS TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMK GEMA NUSANTARA

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## Abstract

This study explores the use of English video learning on Instagram Reels to improve students' vocabulary mastery at SMK Gema Nusantara. Employing a qualitative research method, the study focuses on understanding students' experiences, perceptions, and challenges when engaging with Instagram Reels as a learning tool. Data were collected through observations, interviews, and document analysis involving 15 students selected via purposive sampling. Thematic analysis was applied to identify recurring patterns and insights from the data. The findings indicate that students found Instagram Reels to be an engaging and relatable platform for learning English vocabulary. The visual and auditory elements of short videos helped students retain new words more effectively. Moreover, the interactive and entertaining nature of Instagram Reels increased students' motivation and reduced anxiety associated with traditional learning methods. However, some challenges, such as internet accessibility and content selection, were noted. The study concludes that Instagram Reels has the potential to enhance vocabulary mastery when thoughtfully integrated into the learning process. Teachers are encouraged to curate or create relevant content and guide students in using digital platforms responsibly to optimize learning outcomes.

**Keywords:** Instagram, vocabulary, English learning, digital media.

## Introduction

English is a global language, yet many Indonesian students continue to struggle with vocabulary mastery due to conventional teaching methods that fail to engage learners. Vocabulary is the foundation of all English skills, particularly speaking, yet learners often

experience anxiety, low motivation, and limited exposure to practical usage.

In the digital era, platforms like Instagram offer new opportunities for language learning. Instagram Reels, with its short, engaging video format, presents content that is easy to access and relevant to students' daily lives. This research utilized educational content from the popular @nofreeadi account, which features vocabulary, pronunciation, and interactive language quizzes in a fun, relatable format.

At SMK Gema Nusantara in Wonosobo, grade 10 students were found to have low vocabulary mastery, which affected both their comprehension and speaking abilities. To address this, the researcher implemented video-based learning through Instagram Reels over two action research cycles.

This study aims to explore how Instagram Reels can enhance vocabulary acquisition among vocational high school students. It also highlights the potential of social media platforms to create more engaging, student-centered learning environments that support digital literacy and English language development..

## **Literary Review**

### ***Conceptualization of Vocabulary***

Vocabulary forms the foundation of modern language, and without it, language loses its functional significance. In the context of learning modern English, vocabulary plays a crucial role as one of the essential skills that students must acquire and master. A limited vocabulary hinders students from fully developing the five key English language skills. Consequently, vocabulary learning holds a critical and irreplaceable place in English education. However, traditional vocabulary teaching methods are often monotonous for students, leading to low engagement and inefficiency in the learning process. As a result, improving students' core competencies and enhancing vocabulary teaching effectiveness becomes necessary (Yang, 2024).

In another opinion by Coady and Huckin cited from (Dzebeq & Gunawan, 2020) stated that a language learner's vocabulary is essential and crucial. The function of vocabulary in language learning, specifically that it provides the groundwork for developing speaking, listening,

writing, and reading abilities. In the context of reading, a large vocabulary can aid student in comprehending the meaning and context of the reading material. In writing, students' writing can be enhanced and their written expression can be more enrichment when they possess a diverse vocabulary. In speaking and listening, having a rich vocabulary helps students to interact with others more effectively.

### ***The Importance of Vocabulary***

Vocabulary is all the words that belong to a language that is owned by a person or also owned by a speaker. This vocabulary has a very important role in language teaching, because vocabulary mastery has a very influential on language skills. The more vocabulary they have, the more skilled a person is at speaking. Mastery of this vocabulary allows a person to be more skilled in writing, because writing requires a large vocabulary to convey information or messages to readers (Marina, M. 2023). Effective communication hinges on vocabulary, which links ideas and enables clear expression. A broad vocabulary allows for the communication of complex thoughts and subtle meanings.

Practice and repetition are two more crucial components of an efficient vocabulary learning strategy. It's important to reinforce and incorporate new words into one's vocabulary in addition to simply coming across them. Frequent practice using games, tests, flashcards, or mnemonic devices helps reinforce vocabulary comprehension and recall. Moreover, putting recently learned words to use in writing or conversation fosters confidence in using them and helps to commit them to memory. Retention and integration of vocabulary into daily language skills are greatly aided by regular exposure to and practice with it. Furthermore, customized methods are essential for learning vocabulary. Teachers need to choose effective medium to support students' vocabulary development.

### ***The Effectiveness of Learning Method***

Strategies involving social media play an increasingly important role in students' learning efforts today, particularly in the context of foreign language acquisition. One highly effective and efficient platform is Instagram, as it is easily accessible to a wide range of users. According to Dewi et al. (2021), Instagram can be particularly beneficial in learning English vocabulary.

The study highlights that Instagram provides an engaging and interactive learning environment. Features such as images, short videos, and captions help learners associate new words with visual contexts, thereby enhancing memory retention and comprehension. Moreover, students are exposed to English in a more authentic and dynamic way through real-life content and user interaction, such as comments and discussions, which further reinforce vocabulary learning.

## Methods

Research study used a qualitative research approach with a classroom action research (CAR) method. The aim of the design was to improve students' English vocabulary using nursery rhyme songs. According to Suharsimi Arikunto (2015), CAR describes the cause and effect of a treatment, as well as what happens when the treatment is applied. It also describes the entire process, from the beginning of the treatment to its effects. Thus, CAR is a type of research that reveals both the process and the outcome. CAR is conducted in the classroom to improve learning.

This research was carried out at Smk Gema Nusantara Wonosobo, with research subjects aimed at all first grade student class accounting A at SMK Gema Nusantara. This school is located at, Wonosobo, Central Java. This school was established in 2017. SMKS GEMA NUSANTARA has a total of 246 students consisting of 134 male students and 112 female students, where the number of male students is more than female.

The research instrument used by researchers to process data to obtain data and information, the researcher used tests, interviews, observation sheets and documentation. The scores were then classified into several categories according to the vocabulary assessment table. The formula used to calculate the scores is as follows:

Table 3. 1 Classification Scores

| Classification  | Scores |                 |
|-----------------|--------|-----------------|
| Excellent ( A ) | 81-100 | (31 - 50 vocab) |
| Good ( B )      | 61-80  | (25 - 30 vocab) |
| Average ( C )   | 41-60  | (20 - 25 vocab) |
| Fair ( D )      | 21-40  | (10 - 20 vocab) |
| Poor ( F )      | 0-20   | (1-10 vocab)    |

## Findings and Discussions

Researchers at the pre-cycle stage which was carried out on August 5, 2024, collected observation data to find out the level of English vocabulary mastery ability of grade 10 students of SMK Gema Nusantara. Before entering the class, the researcher had an interview with the English teacher, Mr. Widodo, to find out how the students' condition when learning English. After completing the interview with the teacher, the researcher observed class 10 from the beginning to the end of the lesson with the help of Mr. Widodo to test and get the initial value of students' English mastery ability. From the results of observations and interviews with teachers, researchers reflected on what had happened at this pre-cycle stage. After the pre-cycle stage, the average value of the vocabulary ability test of students at the pre-cycle stage was 59.17.

### **Pre-test Result**

After the pre-cycle stage, the average value of the vocabulary ability test of students at the pre-cycle stage was 59.17%. As a comparison, the average test achievement indicator that researchers expect is 75%, because the KKM at the school is 75%. It is known that students have problems in memorizing vocabulary. The results of interviews with teachers support other problems. From the teacher interview that has been described previously, the existing problems make it more difficult for students to understand English. This is a problem that needs to be overcome by researchers in cycle 1 planning by preparing everything such as learning strategies, student assessments, observation sheets and learning materials by applying the learning method of English learning videos on Instagram reels which are expected to improve students' ability to enrich vocabulary

Table 4. 1 Pre-cycle

| No | Name | Vocab | Score |
|----|------|-------|-------|
| 1  | Zah  | 25    | 60    |
| 2  | Vin  | 23    | 55    |
| 3  | Mah  | 25    | 61    |
| 4  | Fad  | 26    | 63    |
| 5  | Wind | 25    | 61    |
| 6  | Iza  | 25    | 60    |
| 7  | Fai  | 25    | 60    |
| 8  | Pra  | 26    | 63    |

|             |     |    |       |
|-------------|-----|----|-------|
| 9           | Ars | 25 | 55    |
| 10          | Din | 23 | 55    |
| 11          | Yol | 25 | 60    |
| 12          | All | 25 | 60    |
| 13          | Tik | 26 | 63    |
| 14          | Aza | 26 | 63    |
| 15          | Ad  | 26 | 63    |
| 16          | Nis | 26 | 63    |
| 17          | Yum | 25 | 61    |
| 18          | Fid | 26 | 63    |
| 19          | Wis | 25 | 60    |
| 20          | Meg | 23 | 55    |
| 21.         | Azr | 23 | 55    |
| 22.         | Faz | 23 | 55    |
| 23.         | Adz | 23 | 55    |
| <b>Mean</b> |     |    | 59,17 |

### ***Post-Test Result for Cycle 1***

1. Planning: After completing the pre-cycle stage, the researcher identified several key challenges experienced by the students during English lessons. Many students expressed discomfort with the conventional learning methods used by the teacher. They felt that the lessons were monotonous and rigid, and that the teacher's strict demeanor created an intimidating classroom atmosphere. As a result, students became disengaged, bored, and even developed a dislike for English. These issues were particularly evident in students' limited vocabulary mastery, which became a focus for improvement.
2. Action: The action phase of Cycle I was conducted on the fourth day of the second week of August. The learning activities were designed based on the lesson plan previously prepared by the researcher, with the objective of improving students' vocabulary mastery using English video content from Instagram Reels.
3. Observation: Based on the observation results, students' behavior during the learning process showed a moderate level of engagement, with an average score of 56% (28 out of a total of 50 points). This percentage indicates that although the students were not entirely

passive, their level of participation in learning activities remains below the “good” category and needs improvement.

4. Reflection: The media should be used not only as visual triggers, but combined with activities that increase students' active participation. The role of the teacher should also be more interactive and guide directly so that the learning process becomes more conducive and meaningful. These corrective measures will be implemented in Cycle 2 to improve students' overall engagement and learning outcomes.

Based on the final score data from 23 students, a total cumulative score of 1,784 was obtained, resulting in an average score of 77.56. This result suggests that most students reached a satisfactory level of vocabulary mastery, with their performance exceeding the minimum passing criteria (KKM) of 75%. From a qualitative standpoint, this reflects a positive shift in students' learning outcomes, especially when compared to their initial performance in the pre-cycle or Cycle I

Table 4. 2 Test Result Cycle 1

| No | Name | Vocab | Score |
|----|------|-------|-------|
| 1  | Zah  | 28    | 76    |
| 2  | Vin  | 30    | 80    |
| 3  | Mah  | 30    | 80    |
| 4  | Fad  | 28    | 76    |
| 5  | Win  | 29    | 78    |
| 6  | Iza  | 29    | 78    |
| 7  | Fai  | 27    | 74    |
| 8  | Pra  | 27    | 74    |
| 9. | Ars  | 27    | 78    |
| 10 | Din  | 28    | 80    |
| 11 | Yol  | 30    | 80    |
| 12 | All  | 30    | 80    |
| 13 | Tik  | 30    | 80    |
| 14 | Azam | 30    | 78    |
| 15 | Ad   | 28    | 78    |
| 16 | Nis  | 28    | 78    |
| 17 | Yum  | 28    | 74    |
| 18 | Fid  | 28    | 74    |
| 19 | Wis  | 27    | 74    |

|      |     |    |       |
|------|-----|----|-------|
| 20   | Meg | 27 | 80    |
| 21   | Kra | 27 | 78    |
| 22   | Faz | 28 | 78    |
| 23   | adz | 28 | 78    |
| MEAN |     |    | 77,56 |

Thus, while the overall results affirm the effectiveness of the media used, the qualitative interpretation of the data emphasizes the importance of individualized attention and differentiated instruction. It also highlights the need for continuous monitoring and adaptive teaching strategies to ensure that every student, regardless of initial ability, can benefit from the learning experience

### **Post-Test Result Cycle 2**

1. Planning: The Cycle II action research was conducted based on the findings and reflections obtained from Cycle I. Elements of the teaching and learning process that had already shown success and met the indicators of improvement were maintained. However, aspects that were still considered weak or had not reached the expected standards, such as students' consistency in participation, and some students' lack of vocabulary retention, were targeted for improvement through revised instructional strategies
2. Action: This task aimed to reinforce vocabulary recognition and support retention through multisensory input listening, speaking, and writing.
3. Observation: As in this cycle, observations was carried out during the lesson process
4. Reflection: At this stage, the researcher conducted a reflection on the learning activities that took place during Cycle 2. Based on the test and observation data, it was found that all students experienced an increase in performance compared to the previous cycle. The average test score in Cycle 2 reached 84.4%, a significant improvement from 77% in Cycle 1

Table 4. 3 Result Test Cycle 2

| No | Name | Vocab | Score |
|----|------|-------|-------|
| 1  | Zah  | 36    | 87    |
| 2  | Vin  | 36    | 87    |
| 3  | Mah  | 35    | 85    |
| 4. | Fad  | 30    | 81    |



|             |     |    |      |
|-------------|-----|----|------|
| 5.          | Win | 30 | 81   |
| 6.          | Iza | 30 | 81   |
| 7.          | Fai | 35 | 85   |
| 8.          | Pra | 35 | 85   |
| 9.          | Ars | 35 | 85   |
| 10.         | Din | 35 | 85   |
| 11.         | Hiu | 35 | 85   |
| 12.         | All | 30 | 81   |
| 13.         | Tik | 35 | 85   |
| 14.         | Aza | 35 | 85   |
| 15.         | Ad  | 35 | 85   |
| 16.         | Nis | 30 | 81   |
| 17.         | Yum | 30 | 81   |
| 18.         | Fid | 30 | 81   |
| 19.         | Wis | 35 | 85   |
| 20.         | Meg | 35 | 85   |
| 21.         | Kra | 33 | 83   |
| 22.         | Azr | 33 | 83   |
| 23.         | Faz | 30 | 83   |
| <b>Mean</b> |     |    | 84.3 |

### ***Overall Improvement and Effectiveness***

| No. | Students | Pre-Cycle | Cycle 1 | Cycle 2 |
|-----|----------|-----------|---------|---------|
| 1.  | Fad      | 60        | 76      | 87      |
| 2.  | Wid      | 55        | 80      | 87      |
| 3.  | Iza      | 61        | 80      | 85      |
| 4.  | Fai      | 63        | 76      | 81      |
| 5.  | Pra      | 61        | 78      | 81      |
| 6.  | Ars      | 60        | 78      | 81      |
| 7.  | Dit      | 60        | 74      | 85      |
| 8.  | Yol      | 63        | 74      | 85      |
| 9.  | Al       | 55        | 78      | 85      |
| 10. | Tik      | 55        | 80      | 85      |
| 11. | Aza      | 60        | 80      | 85      |
| 12. | Ade      | 60        | 80      | 81      |
| 13. | Nis      | 63        | 74      | 85      |
| 14. | Yum      | 63        | 78      | 85      |
| 15. | Fid      | 63        | 78      | 85      |

|     |     |    |    |    |
|-----|-----|----|----|----|
| 16. | Wis | 63 | 78 | 81 |
| 17. | Meg | 61 | 74 | 81 |
| 18. | Kar | 61 | 74 | 81 |
| 19. | Azr | 60 | 74 | 85 |
| 20. | Fas | 55 | 80 | 85 |
| 21. | Adz | 55 | 78 | 83 |
| 22. | Ari | 55 | 78 | 83 |
| 23. | Tom | 55 | 78 | 83 |

From the data above, it can be seen that the average score in the pre-cycle stage, the average test score was 59%, and none of the students had met the minimum completeness criteria (KKM). This result indicated that students had significant difficulties in understanding the learning material, particularly in mastering vocabulary, which impacted their overall performance.

In Cycle 1, after implementing initial improvements, the average test score increased to 77%, showing clear development compared to the pre-cycle stage. At this point, the minimum completeness requirement had been met. In addition, the majority of students' test results also fulfilled the minimum score criteria for individual test items. However, several students still had not reached the expected target score, and their performance was not yet consistent. Although the improvement in Cycle 1 reflected a positive learning trend, the researcher decided to proceed to Cycle 2 in order to strengthen students' understanding and give additional support for those who had not yet reached the target. In Cycle 2, the average score increased further and successfully reached both the minimum completeness standard and the predetermined target value. All students achieved the minimum criteria, and their test results showed more consistency and mastery. This significant improvement indicates that the use of English video learning through Instagram Reels was effective in supporting vocabulary acquisition and enhancing students' learning outcomes

## Conclusion

The researcher conducted several stages in the process of English vocabulary enrichment for students. These stages included pre-cycle, cycle 1 and cycle 2. First, the researcher conducted an interview with the English teacher at the pre-cycle stage to find out the initial condition of grade 10 students in speaking English. Then the researcher conducted a

test to find out how much the students knew the vocabulary taught by the English teacher. In cycle 1, the researcher applied English video learning in Instagram by providing learning media in the form of viewing videos of famous English content creators provided by the researcher, after which the researcher conducted an assessment of vocabulary results with tests and the researcher conducted observations and interviews. Reflection of the results of cycle 1 still does not meet the criteria, therefore it is necessary to do cycle 2 to meet the score criteria set by the school. Planning was carried out in cycle 2 to reduce the weaknesses in cycle 1..

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