

Utilizing Instagram for English Learning in Indonesia: A Synthesis of Effectiveness and Perception

Ade Suhendra¹, Absharini Kardena², Arifmiboy³, and Wedi Rahmad Amran⁴



*Correspondence:

Email:

adesuhendra@uinbukittinggi.ac.id

absharinikardena@gmail.com

arifmiboy@uinbukittinggi.ac.id

wedirahmad92@gmail.com

Authors Affiliation:

Universitas Islam Negeri Sjech M.
Djamil Djambek Bukittinggi, Indonesia

Article History:

Submission : 29 Sep 2025

Revised : 20 Nov 2025

Accepted : 30 Des 2025

Published

Keyword: Instagram, Learning,
SocialMedia

Abstract

The rise of digital technology has positioned Instagram as a significant platform within the context of English Language Learning (ELL). This study conducts a comprehensive literature synthesis across 16 empirical studies—local and international—to assess the platform's effectiveness in enhancing language skills, student motivation, and its role in overcoming traditional learning constraints. The findings consistently demonstrate that Instagram holds substantial potential for improving vocabulary acquisition (including specific lexical items like collocations), writing skills, and speaking skills. The platform's visual and interactive features are highly effective, significantly boosting student motivation and overall English competence (Hanip Pujiati, n.d.). Furthermore, Instagram proves valuable as a supplementary tool in distance learning and in mitigating issues such as limited classroom time ((Aloraini, 2018); (Ramazanov et al., 2022)). Overall, students exhibit a robust positive perception of Instagram as the most frequently used social media medium for educational purposes. The implications support integrating Instagram as an effective and motivational Mobile-Assisted Language Learning (MALL) tool in the English Language Education curriculum.

INTRODUCTION

The rapid advancement of information and communication technology (ICT) has transformed the way society communicates and has opened doors for innovation in the field of education (Kurnia & Nasution, n.d.). Amidst this dynamic, Instagram emerges as a visual social media platform that offers interactive features, with the potential to enrich language learning experiences, and to boost students' motivation and overall competence (Kurnia & Nasution, n.d.; Hanip Pujiati, n.d.).

Instagram, reported as the most frequently used social media platform for educational purposes among learners (Erarslan Yabancı Diller Egitimi Bolumu & Dili Egitimi Anabilim Dali Bask, 2019), is viewed as a good opportunity for educational purposes due to its appeal to youth/students (Alya Parangu, 2020). Consequently, research in Indonesia and globally has extensively explored the platform's role. The objective of this synthesis article is to consolidate findings from various empirical studies to provide a comprehensive overview of Instagram's contributions in the ELL context.

METHODS

This article employs a Literature Synthesis approach to analyze and combine key findings from the research articles provided by the user. The synthesis process involves identifying core themes, clustering



findings by language skill, and comparing results from quantitative (effectiveness), qualitative (perception), and literature review studies. This approach allows for the identification of both the benefits and barriers of using Instagram in ELL (Abdullah Al-Garawi, 2019)

RESULT AND DISCUSSION

RESULT

a. Instagram's Effectiveness in Enhancing Skills and Motivation

Empirical studies show consistent results regarding the positive impact of using Instagram:

1. Vocabulary and Lexical Item Mastery:

- Instagram has great potential in improving language skills, especially vocabulary (Kurnia & Nasution, n.d.).
- The use of Instagram captions and educational videos proved significantly effective in students' vocabulary mastery (Rosdiani et al., 2022); Evafaliyanti & Usmawita, 2019).
- More specifically, Instagram-assisted instruction was shown to be effective in teaching collocations and colligations (Nushi & Dayani, 2022). Research also suggests that grammar posts can result in higher output accuracy than vocabulary posts (Aloraini, 2018).

2. Writing Skill:

- Instagram as a learning medium is more effective compared to conventional media in teaching writing skills, showing a positive interaction between the teaching medium and students' creativity (Alya Parangu, 2020).

3. Speaking Skill and General Competence:

- The use of uploaded-recorded videos on IGTV (an Instagram feature) is effective in improving students' speaking skills (Himmah et al., n.d.).
- In addition to improving specific skills, the use of Instagram has been proven to successfully motivate students to learn English and enhance their overall English competence (Hanip Pujiati, n.d.).

b. Student Perception and Platform Status

Perception studies reveal a highly supportive view:

- Platform Status: Instagram is reported as the most frequently used social media platform for educational purposes (Erarslan Yabancı Diller Egitimi Bolumu & Dili Egitimi Anabilim Dalı Bask, 2019) and is highly valued as a *supplementary tool* for formal classes.
- Positive Perception: Students have a positive perception of using Instagram as a medium for learning English (Anindita & Noveintine, 2022; (Lailiyah & Setiyaningsih, 2020).

Knowledge Enhancement: They report that Instagram can enhance their knowledge of vocabulary, grammar, and pronunciation (Anindita & Noveintine, 2022).

DISCUSSION

The synthesis of the existing literature concludes that Instagram is an effective, highly motivating, and positively received medium for English language learning across various skill levels and contexts (including distance learning). The platform demonstrates the capability to enhance specific lexical skills, productive skills (writing and speaking), and general competence, as well as to overcome classroom time constraints.

Implications of these findings are that English lecturers and teachers are encouraged to:

1. Formally integrate Instagram into course design, utilizing its visual content and interactive video features.
2. Explore Instagram's role as an effective MALL tool for increasing motivation and supporting the teaching of specific lexical items (such as collocations).
3. Investigate further the benefits and barriers within the Indonesian context (Abdullah Al-Garawi, 2019).

CONCLUSION

Instagram, as a MALL platform, offers valuable opportunities for enhancing vocabulary, speaking, writing, and collocation learning. It also boosts learner motivation and engagement across diverse cultural contexts. When strategically integrated into ESP and EFL curricula, Instagram can serve as a transformative tool. Future research should emphasize longitudinal designs, comparative studies, and curriculum-aligned frameworks for sustainable implementation.

References

- Al-Garawi, A. Y. A. (2019). *Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam University EFL Students* (Master's thesis). Al Imam Muhammad Ibn Saud Islamic University, Saudi Arabia.
- Aloraini, N. (2018). Investigating Instagram as an EFL Learning Tool. *Arab World English Journal (AWEJ) Special Issue on CALL*, 4, 174–184.
- Alya Parangu, K., & Sulistyowati. (2020). Instagram as Media to Enhance Students' Writing Skill Viewed from Students' Creativity in State Islamic Institute of Ponorogo. *APHORISME: Journal of Arabic Language, Literature, and Education*, 1(2), 120–136.
- Anindita, K., & Noveintine, D. K. (2022). English Education Students' Perception of Instagram Usage as a Medium to Learn English. *UC Journal: ELT, Linguistics and Literature Journal*, 3(2), 134–144. doi:10.24071/uc.v3i2.5388
- Erarslan, A. (2019). Instagram as an Education Platform for EFL Learners. *TOJET: The Turkish Online Journal of Educational Technology*, 18(3).
- Evafaliyanti, & Usmawita. (2019). The Effectiveness of Mr Dhanis's Video On Instagram Toward Students' Vocabulary Mastery. *INTENSIVE JOURNAL*, 2(2), 56–60.
- Fitria, T. N. (2020). Teaching English for Specific Purposes to the Students in English Language Teaching. *Journal of English Teaching Adi Buana*, 5(1), 1–10.
- Himmah, A., Suhartoyo, E., & Ismiatun, F. (n.d.). The Effectiveness of Uploaded-Recorded Video on Instagram at Second Graders' SMAI Al-Maarif Singosari for Speaking Skill on Hortatory Exposition. *Pendidikan Bahasa Inggris FKIP Universitas Islam Malang*.
- Karim, M. R., Mondal, S. A., Hussain, A., Alam, M., & Nazarieh, M. (2022). Social Media and Learning of English Language: A Study on the Undergraduate Students of Assam, India. *Education Research International*, 2022, 8238895. doi:10.1155/2022/8238895
- Lailiyah, M., & Setyaningsih, L. A. (2020). Students' perception of online communication language learning through Instagram. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 5(2), 188–195. doi:10.26905/enjourme.v5i2.5202
- Nasution, A. K. P. (2023). Instagram in English Language Learning: A Systematic Literature Review. *Journal of Linguistics, Literature and Language Teaching (JLLLT)*, 3(1), 33–52.
- Nushi, M., & Dayani, A. (2022). Instagram-Assisted Learning of Collocations and Colligations: The Case of EFL Learners. *Education and Self Development*, 17(1). doi:10.26907/esd.17.1.05

- Pujiati, H., Zahra, & Tamela, E. (2019). The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English. *1st International Conference on Education, Social Sciences and Humanities (ICESSHum 2019)*. Atlantis Press.
- Ramazanova, D., Togaibayeva, A., Yessengulova, M., Baiganova, A., & Yertleuova, B. (2022). Using Instagram to raise the effectiveness of distance learning in English: The experience of Kazakhstani students. *Frontiers in Education*, 7. doi:10.3389/feduc.2022.923507
- Rosdiani, Mertosono, S. R., & Erniwati. (2022). Using Instagram Captions to Improve Students' Vocabulary Mastery: An Experimental Study at SMPN 4 Tanantovea Donggala. *Pioneer: Journal of Language and Literature*, 14(1), 89–100. doi:10.36841/pioneer.v14i1.1646
- Siswanto, A. (2022). Analysis of the digital marketing strategy of anak hebat Indonesia publisher through Instagram. *COMMICAST*, 3(2), 1–10.