


Students' Perception of Instagram Reels as a Medium for Vocabulary Learning

 <https://doi.org/10.31004/jele.v11i1.2041>

*Ega Nurdianis Ivada, Christianti Tri Hapsari^{ab} 

¹²Universitas Negeri Semarang, Indonesia

Corresponding Author: egdianis@students.unnes.ac.id

ABSTRACT

Learning English vocabulary is a very important foundation because it can strengthen English skills such as reading, writing, listening, and speaking. This study aims to determine how students perceive the use of Instagram Reels as a medium for learning vocabulary and what strategies students often use in learning vocabulary through Instagram Reels. This study uses a qualitative method containing Likert scale questionnaires and interviews with three participants. The data were collected from 15 students of the English Education Study Program. The results shows that students perceive Instagram Reels as interesting and easily accessible. The strategies commonly used are guessing the meaning of words and then translating them using a dictionary or digital translator and they frequently repeat the words and apply them in conversations or sentences. However, students rarely ask others about the meanings of unfamiliar words and plan and evaluate their vocabulary learning process.

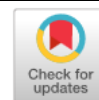
Keywords: *Vocabulary Learning, Instagram Reels, Students' Perception, Vocabulary Learning Strategies*

Article History:

Received 29th December 2025

Accepted 29th January 2026

Published 31st January 2026



INTRODUCTION

Vocabulary is one of the important elements and the first step that must be taken when learning a language, especially English. Students need to understand a large number of words to achieve vocabulary mastery, because this supports other English language skills, such as listening, reading, speaking, and writing. Having a lot of vocabulary helps learners improve other language skills (Kesmez-, 2021). These four skills are interrelated and become easier to understand when students have adequate vocabulary mastery (Adhariyanty et al., 2018). Students who have adequate vocabulary mastery will be able to develop strong English language skills, while those with limited vocabulary will have difficulty understanding language skills and communicating effectively (Cesarini et al., 2021). (Bhakti & Marwanto, 2018) state that without an adequate understanding of vocabulary, learners may experience confusion and be unable to express their ideas and feelings in speaking, writing, reading, or listening.

Learning English vocabulary can not only be done in the classroom, but also outside the classroom with flexible time through the use of social media as a supporting medium for vocabulary learning. Social media is an online platform used for socializing, communicating, and it can function as a source of information that can be accessed outside the classroom through personal smartphones without being limited by time (AfiahP et al., 2022). Social media can help students to learn English vocabulary and improve their ability to use the language (Khan et al., 2016) in addition, social media provides a lot of learning materials that can make it easier for students to improve four English skills such as speaking, listening, writing, and reading (Ghimire, 2022)

One of the social media platforms that can be used as a medium for learning English vocabulary is Instagram. Instagram is an application that was launched in October 2010 and created by Mike Krieger and Kevin Systrom, then purchased by Meta in April 2012 (Alharthi

et al., 2020). Instagram users can share, upload, and also search for various photos and Reels videos. Instagram can be used as a learning medium because of the large amount of educational content created by various users from around the world, presented in attractive visuals and is easily accessible (Rasyiid et al., 2021).

Several researchers have conducted research on the use of Instagram as a medium for learning, in an article entitled "Students' Perception on the Use of Instagram to Learn English Vocabulary" by (Fitriawati et al., 2022) with 20 participants from various age groups and who have followed English learning accounts on Instagram, stated that students gave a positive response. It was shown that 90% of the participants agreed that they were interested in learning vocabulary through Instagram because it could help them understand and use vocabulary in classroom learning.

The second study was conducted by (Devana & Afifah, 2020) in the article entitled "Enhancing Students' Speaking Skill and Motivation Through Instagram Vlog". This research aimed to find out whether the use of Instagram vlogs was effective for improving students' speaking skills and motivation in speaking English. The results of this study showed that students who learned using Instagram vlogs experienced an increase in their speaking skills, as seen from higher post-test scores compared to the control class, besides that their learning motivation also increased from a low-medium category to a medium-high category. These findings are supported by (Maulidah, 2017) and (Wulandari, 2019), who stated that vlogs and Instagram can provide opportunities for speaking practice that can enhance learners' self-confidence and encourage autonomous language learning.

The third study was conducted by (Putu Purnama Dewi et al., 2022) in the article entitled "Being Real on Instagram Reels: An Authentic Tool to Enhance English Speaking Skills", using a descriptive qualitative method with 5 eleventh-grade vocational high school students in Bali. The study aimed to find out students' perceptions, strategies, and challenges in using Instagram Reels as a medium to improve their speaking skills. The results of this study show that Instagram Reels was considered authentic, effective, and adaptive because it could enhance students' confidence, motivation, vocabulary, grammar, and pronunciation. However, students also faced challenges such as limited video duration and unstable internet connections.

The fourth study was conducted by (Apriliani, 2021) in a journal entitled *Students' Perception in Learning English Vocabulary Through Quizlet*. The study used a qualitative method with interviews and observations of five students. The results showed that most students had positive perceptions of using Quizlet for learning vocabulary because Quizlet was considered interesting, enjoyable, and helpful for students in understanding new vocabulary through its feature such as images, audio, and game-based activities. The use of Quizlet was also perceived as enabling students to learn vocabulary independently, although some challenges were found, such as limited internet access and confusion in using certain features. These findings are in line with (Al-Malki, 2020) and (Wahjuningsih, 2018), who stated that technology-based applications, such as Quizlet, can increase student engagement and support independent vocabulary learning.

The fifth study was conducted by (Paredes et al., 2024) in a journal entitled *The Impact of Effective Vocabulary Learning Strategies in English Learners to Improve Their Vocabulary Acquisition*. This study used a mixed method approach with quantitative and qualitative analyses to identify effective strategies used by students. The results showed that digital and visual-based strategies, such as pictures and songs, were frequently used and effective in helping students understand and remember new vocabulary. These findings are in line with (Alqahtani, 2015), who stated that the use of visual media can significantly enhance vocabulary acquisition. In addition, (Hasram et al., 2020) emphasized that vocabulary learning strategies that use digital media are able to increase student engagement and independence in learning. These findings are supported by (Laffey, 2020), who emphasized the role of technology that can be used effectively in supporting independent language learning.

Based on the findings of previous studies, writer is interested in further exploring how the perceptions of undergraduate English Education students use Instagram Reels as a

medium for learning English vocabulary and what vocabulary learning strategies do undergraduate English Education students frequently use when learning English vocabulary through Instagram Reels. Reels were chosen because a lot of educational contents with a short duration, engaging, and easily accessible and are frequently used by students.

METHOD

This study was conducted using qualitative methods to explore students' perceptions of using Instagram Reels as a medium for learning English vocabulary. According to (Adharyanty et al., 2018) qualitative research is a type of research that uses various methods to understand a phenomenon that will be studied in a naturally and in depth way. This research view event as it is without changing or manipulating the phenomenon being studied, in order to understand the meanings, experiences, and perspectives of the people involved in the phenomenon. The Technology Acceptance Model (TAM) by Fred Davis (1989) was used to develop an instrument of questions focusing on five components, namely system design features, perceived ease of use, perceived usefulness, actual system use and attitude toward using. Furthermore, Vocabulary Learning Strategies proposed by Norbert Schmitt (1997) were used to create the instrument for the research question what vocabulary learning strategies do undergraduate English Education students frequently use when learning English vocabulary through Instagram Reels. Consist of five main components, namely determination strategies, memory strategies, social strategies, metacognitive strategies, and cognitive strategies. The participants in this study were 15 undergraduate students of the English education program. Participants were selected based on several criteria, such as actively using Instagram and having experience using Instagram Reels as a medium for learning vocabulary. The research instrument was a questionnaire via Google Form consisting of statements using a Likert scale. (Fisher 2012, p. 27) stated using only questionnaires for research is not a reliable source of information and should not be used as the only source of information, as the data are based solely on respondents' self-reported information. Therefore, the writer added the interview method as an additional data collection technique to complement the Likert scale questionnaire data, as well as to strengthen the statements and gain a deeper understanding of the research findings.

FINDING AND DISCUSSION

In these findings, the writer explains and elaborates the results of a questionnaire distributed online through Google Forms to 15 undergraduate students of the English Education Study Program. The questionnaire was developed based on the Technology Acceptance Model (TAM) theory by Fred Davis and Vocabulary Learning Strategies theory proposed by Norbert Schmitt. The research instrument consisted of 20 questions using a Likert scale to measure students' perceptions and vocabulary learning strategies in using Instagram Reels as a learning medium. In addition, this study also included in interviews with three participants with the aim of gaining a deeper understanding of the questionnaire results. (research question 1)

How the perceptions of undergraduate English Education students use Instagram Reels as a medium for learning English vocabulary?

System Design Features

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
1.	Instagram Reels makes my vocabulary learning process enjoyable.	40%	46.7%	13.3%	0%	0%
2.	Vocabulary content on Reels is presented clearly and is easy to understand	13.3%	53.3%	33.3%	0%	0%

Based on the data from the questionnaire results table above, the majority of students 46.7% agree that the use of Instagram Reels makes their vocabulary learning process enjoyable, and 53.3% of students agree that the vocabulary content on the Reels was presented clearly and is easy to understand. It can be concluded that presenting vocabulary content in short duration Reels is able to increase students' comfort and engagement in the learning process.

Students' Perception of Instagram Reels as a Medium for Vocabulary Learning

The interview results also indicate that visual aspects such as the use of attractive fonts, animations and engaging visual effects in Reels can help students understand vocabulary more easily and quickly.

"The vocabulary display on Reels is interesting because it uses unique fonts and effects." (Respondent 2)

This supports the idea that the design of Instagram Reels is able to provide an engaging and non-boring learning experience. The combination of visual displays and creative effects can play a role in maximizing the students' new vocabulary learning process.

Perceived Usefulness

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
3.	Using Reels helps me acquire new vocabulary effectively	40%	40%	20%	0%	0%
4.	Reels is a useful medium for improving my vocabulary skills.	33,3%	40%	26.7%	0%	0%

On the perceived usefulness aspect, 40% of students agree and 40% strongly agree with the statement that using Instagram Reels helps them acquire new vocabulary effectively, and 40% of students agree with the statement that Reels is a useful medium for improving new vocabulary as a learning medium. Students stated that learning through digital platforms can provide convenience and reduce boredom in the learning process.

The interview results showed that the use of Instagram Reels is considered more flexible than learning through books.

"Instagram Reels is quite useful for people like me who feel lazy and bored when learning from books. I prefer learning through digital platforms such as Instagram Reels." (Respondent 3)

This shows that Instagram Reels can increase students' interest and comfort in learning vocabulary through a digital platforms.

Perceived Ease of Use

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
5.	It is easy for me to interact with vocabulary content on Reels.	26.7%	53.3%	13.3%	6.7%	0%
6.	Learning vocabulary using Reels does not require a lot of mental effort (it is easy to use).	40%	53.3%	6.7%	0%	0%

On the perceived ease of use aspect, the majority of students 53.3% agree with the statement that Instagram Reels is easy to use as a medium for learning vocabulary, and 53.3% of students also agree with the statement that Instagram Reels does not require much effort to access. These findings show that students consider this platform easy to use and practical in supporting the vocabulary learning process.

The interview results stated that Instagram Reels is easy to access and can be used anytime and anywhere.

"My experience is quite good. I think learning vocabulary using Instagram Reels has a strong impact on me. I feel helped, and Instagram Reels is easy to access anywhere and anytime." (Respondent 3)

The ease of use of Instagram Reels makes it a relevant learning medium in supporting vocabulary learning in the digital age and can increase students' interest in learning new vocabulary through Instagram Reels.

Attitude Toward Using

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
7.	I have a positive attitude toward using Reels to learn vocabulary.	20%	73.3%	6.7%	0%	0%
8.	Using Reels as a vocabulary learning aid is a good idea.	13.3%	66.7%	20%	0%	0%

On the attitude toward using aspect, the majority of students 73.3% agree with the statement that they have a positive attitude toward using Reels to learn vocabulary, and 66.7%

Students' Perception of Instagram Reels as a Medium for Vocabulary Learning

agree with the statement using Reels as a vocabulary learning aid is a good idea. These findings indicate that students accept the use of Instagram Reels positively in the vocabulary learning process.

The interview results also showed students' enthusiasm for using Instagram Reels because the content is creative and easy to understand thus making them more interested in learning vocabulary through Reels

"I am interested in learning English vocabulary through Instagram Reels because the content is very creative and easy to understand." (Respondent 1)

This positive attitude shows that students enjoy every process of learning vocabulary through Instagram Reels. The creativity of the content and the ease of understanding in the Reels create an enjoyable learning experience that can increase students' motivation to learn English vocabulary.

Actual System Use

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
9.	I often use Reels to learn English vocabulary.	20%	26.7%	40%	13.3%	0%
10.	I regularly search for and watch Reels content that focuses on vocabulary.	26.7%	26.7%	33.3%	13.3%	0%

On the actual system use aspect, the majority of students chose 40% hesitate for the statement about frequently using Instagram Reels, and 33.3% also choose hesitate for the statement that students regularly search for and watch Reels content focusing on vocabulary.

The respondents show varied responses regarding the frequency of using Instagram Reels to learn English vocabulary. Some students stated that they quite often use Instagram Reels to learn vocabulary, especially when they open the Instagram application. There are also students who rarely use Instagram Reels as a medium for learning vocabulary.

"I use Instagram Reels quite often to learn vocabulary, usually several times a week when I open Instagram." (Respondent 1)

"I rarely use Instagram Reels as a medium for learning vocabulary, because content vocabulary Reels do not often appear on my Instagram, and I also do not follow English content creators." (Respondent 3)

The interview results indicated that this difference frequency of used is influenced by Instagram's algorithm and the infrequent appearance of vocabulary-related content on students' Instagram feeds. This factor causes unequal access to vocabulary learning content through Reels.

(research question 2)

What vocabulary learning strategies do undergraduate English Education students frequently use when learning English vocabulary through Instagram Reels.

Determination Strategy

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
11.	I try to guess the meaning of new words from the text or audio in Reels based on the video's context.	13.3%	73.3%	13.3%	0%	0%
12.	I immediately look up the meaning of new words from Reels using a dictionary or digital translator.	13.3%	46.7%	40%	0%	0%

On the determination strategy aspect, the results show that 73.3% of students agree with the statement that they try to guess the meaning of new words from the text or audio in Reels based on the video's context, and 46.7% of students agree with they immediately look up the meaning of new words from Reels using a dictionary or digital translator. These findings indicate that students tend to combine guessing the meaning based on context with other strategies to ensure their understanding of vocabulary comprehension.

This finding is strengthened by the interview results, which state that students usually take the initiative to find the meaning of words independently.

Students' Perception of Instagram Reels as a Medium for Vocabulary Learning

"I usually guess the meaning of words from the context of the video first, then I check the meaning using a dictionary or Google Translate." (Respondent 2)

This shows that students tend to learn independently when understanding new vocabulary and do not just rely on the explanations that available in the Reels content.

Social Strategy

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
13.	I send the Reels to friends or teachers to ask them to explain the meaning of words I don't know.	6.7%	26.7%	20%	33.3%	13.3%
14.	I ask in the comment section about difficult vocabulary.	6.7%	20%	20%	40%	13.3%

On the social strategy aspect, the majority of students chose 33.3% disagree and 26.7% agree on the statement about sending the Reels to friends or teachers to ask them to explain unfamiliar words, and 40% disagree and 20% agree on the statement about asking in the comment section about difficult vocabulary. These findings suggest that the use of social strategies in vocabulary learning through Reels is not always the students' primary choice.

The interview results showed varied responses regarding the use of social strategies in learning vocabulary through Instagram Reels. Some students stated that they ask their friends for help to understand the meaning of difficult vocabulary, while others prefer to use a digital translator rather than asking someone else.

"Yes, I have asked my friends when I did not understand the meaning of a word, especially when encountering vocabulary that is rarely used." (Respondent 1)

"I usually just comment on the meaning of the vocabulary that I find, and then other accounts will help me explain it." (Respondent 3)

"I often look up the meaning in a digital translator rather than asking other people." (Respondent 2)

These findings indicate that social strategies are still used, but only in certain situations especially when they encounter vocabulary that is difficult to understand.

Memory Strategy

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
15.	I save the Reels so I can watch them again and help memorize new words.	46.7%	20%	20%	6.7%	6.7%
16.	I associate the new words from Reels with visual elements (images/movements) to make them easier to remember.	26.7%	40%	26.7%	6.7%	0%

On the memory strategy aspect, most students choose 46.7% strongly agreed with the statement that they save the Reels so they can watch Reels again and help memorize new words, and 40% agree with the statement that they associate the new words from Reels with visual elements to make them easier to remember. These findings indicate that students make greater use of the save feature in Reels to rewatch content and associate vocabulary with visual elements.

The interview results show that video repetition is very helpful in the vocabulary memorization process.

"I usually watch the Reels repeatedly until I remember the vocabulary and its meaning." (Respondent 2)

"The vocabulary presented in Instagram Reels is not too much at once, so it is still easy to remember just by watching the video two or three times." (Respondent 3)

These findings indicate that many students save Reels and associate vocabulary with visual elements, which helps them remember new vocabulary more easily.

Cognitive Strategy

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
----	------------	----------------	-------	----------	----------	-------------------

Students' Perception of Instagram Reels as a Medium for Vocabulary Learning

17.	I verbally repeat the pronunciation of new words after hearing them from the Reels.	40%	46.7%	13.3%	0%	0%
18.	I try to use the new words I learned from the Reels in new sentences (e.g., when chatting).	13.3%	66.7%	20%	0%	0%

On the cognitive strategy aspect, 46.7% of students agree with the statement that they repeat the pronunciation of new words after hearing them from the Reels, and 66.7% of students agree that they try to use the new words they learned from Reels in new sentences.

Respondents stated that after acquiring new vocabulary from Instagram Reels, they usually make a sentence or practice the new words in conversations with their friends.

"I try to make a sentence using that vocabulary." (Respondent 3)

"I also practice it by talking with my friends or lecturers." (Respondent 1)

Based on these statement, it can be concluded that the cognitive strategies applied by students to learn vocabulary through repetition of pronunciation and practice of using vocabulary in sentences can strengthen understanding and pronunciation.

Metacognitive Strategy

No	Instrument	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
19.	I decide and plan specific times to watch English language educational Reels.	13.3%	33.3%	20%	26.7%	6.7%
20.	I evaluate whether my way of learning vocabulary through Reels is effective for me.	6.7%	60%	20%	13.3%	0%

On the metacognitive strategy aspect, the questionnaire results show that 33.3% of students agree with the statement about deciding and planning specific times to watch English educational Reels, and 60% of students agree with the statement about evaluating whether their way of learning vocabulary through Reels is effective for them.

Respondents showed responses regarding planning or evaluating of the vocabulary learning process through Instagram Reels.

"I never plan to learn, but sometimes when I open Instagram, vocabulary content just appears, so I learn from it. (Respondent 3)

This shows that most students feel that using Instagram Reels is effective for learning vocabulary, Although lesson planning through Reels is not always carried out by students.

CONCLUSION

Based on the results of the study conducted on 15 undergraduate English Education students, it can be concluded that students' perceptions of using Instagram Reels as a medium for learning vocabulary fun, easy to access anytime and anywhere, and easy to understand. Regarding vocabulary learning strategies through Instagram Reels, the findings show that students often use determination strategies, such as guessing the meaning of unfamiliar words first and then translate them using a dictionary or digital translator. In addition, students also use memory strategies by saving Reels to watch again later, and they often use cognitive strategies like repeat words and apply them in conversations or sentences. However, students rarely use social strategies and metacognitive strategies such as asking others about the meanings of unfamiliar words and rarely planning or evaluating their vocabulary learning process using Instagram Reels.

REFERENCES

- Adhariyanty, W., Dan, R., Yulia, S., Stmik, R., & Malang, A. (2018). Pengembangan media pembelajaran game kosakata bahasa Inggris. *Cakrawala Pendidikan*, 1, 85-90. <https://doi.org/10.21831/cp.v37i1.15965>
- AfiahP, N., Atmowardoyo, H., & Sakkir, G. (2022). The use of social media in learning English vocabulary. in performance: *Journal of English Education and Literature* (Vol. 1, Issue 1). <https://doi.org/10.26858/performance.v1i1%20August.36754>

- Alharthi, M., Bown, A., & Pullen, D. (2020). The use of social media platforms to enhance vocabulary developing in learning a new language: a review of the literature. *Arab World English Journal*, 6, 318–331. <https://doi.org/10.24093/awej/call6.21>
- Al-Malki, M. A., (2020). Quizlet: an online application to enhance EFL foundation students' vocabulary acquisition at rustaq college of education, oman. *Arab World English Journal*, (6), 332-343. <https://dx.doi.org/10.24093/awej/call6.22>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34.
- Aprilani, D. N. (2021). Students' perception in learning English vocabulary through quizlet. *Journal of English Teaching*, 7(3), 343-353. <https://doi.org/10.33541/jet.v7i3.3064>
- Bhakti, S. O., & Marwanto, M. M. (2018). Vocabulary mastery by using storytelling. *Script Journal: Journal of Linguistics and English Teaching*, 3(1), 79–91. <https://doi.org/10.24903/sj.v3i1.146>
- Cesarini, A. N., Sulaeman, N., Mulyana, S. S., & Yolandri4, V. (2021). Utilizing duolingo in learning vocabulary. In *Proceedings of the International Conference on Education of Suryakencana*. <https://doi.org/10.35194/cp.v0i0.1325>
- Davis, F. D. (1989). Technology acceptance model: TAM. Al-Suqri, MN, Al-Aufi, AS: *Information Seeking Behavior and Technology Adoption*, 205(219), 5.
- Devana, T., & Afifah, N. (2021, January). Enhancing students' speaking skill and motivation through Instagram vlog. In *4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)* (pp. 358-363). Atlantis Press. [10.2991/assehr.k.201230.131](https://doi.org/10.2991/assehr.k.201230.131)
- Fisher, R. (2012). Diversity in learner usage patterns. In G. Stockwell (Ed.), *Computer-assisted language learning: diversity in research and practice* (pp. 14-32). *Cambridge University Press*. <https://doi.org/10.1017/CBO9781139060981.002>
- Ghimire, S. P. (2022). Secondary students' learning English through social media: a case study in nepal. *International Journal of Research in Education and Science (IJRES)*, 8(3), 59–544. <https://doi.org/10.46328/ijemst.2758>
- Hasram, S., Arif, F., Nasir, M., Mohamad, M., Daud, M., Rahman, M., & Mohammad, W. (2020). Online games for primary school vocabulary teaching and learning: a literature review. *Creative Education*, 11, 2327-2336. doi: [10.4236/ce.2020.1111170](https://doi.org/10.4236/ce.2020.1111170).
- Kesmez-, A. (2021). EFL students' vocabulary learning strategies and the difficulties faced by them in vocabulary learning. *International Journal of Language Academy*, 36(36), 78–98. <https://doi.org/10.29228/ijla.48703>
- Khan, I. U., Ayaz, M., & Faheem, M. (2016). The role of social media in development of English language vocabulary at university level. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 590. <https://doi.org/10.6007/IJARBS/v6-i12/2444>
- Laffey, D. (2020). Vocabulary learning strategies preferred by korean university students. *English Teaching*, 75(4), 81-100. Retrired from <https://doi.org/10.15858/engtea.75.4.202012.81>
- Mamudi, S. F., & Alamry, T. C. S. (2022). Students' Perception on the use of instagram to learn English vocabulary. *Sintuwu Maroso Journal of English Teaching*, 7(1), 64-69. <http://dx.doi.org/10.71127/2829-9426.411>
- Maulidah, Izzah, Vlog: the mean to improve students' speaking ability, *International Conference on English Language Teaching*, vol. 145, 2017. DOI:[10.2991/iconelt-17.2018.3](https://doi.org/10.2991/iconelt-17.2018.3)
- Paredes, C. D. T., Alvarado, C. I. L., & Jarrín, E. A. C. (2024). The impact of effective vocabulary learning strategies in English learners to improve their vocabulary acquisition. *South Florida Journal of Development*, 5(9), e4430-e4430. <https://doi.org/10.46932/sfjdv5n9-054>
- Putu Purnama Dewi, N., Putu Era Marsakawati, N., Nyoman Adi Jaya Putra, I., & Komang Arie Suwastini, N. (2022). Being real on instagram reels: an authentic tool to enhance English speaking skills. *Elsya: Journal of English Language Studies*, 4(3), 4. <https://doi.org/10.31849/elsya.v4i3.10075>
- Rasyiid, R. N., Maulina, M., Resueño, C. P., Nasrullah, R., & Rusli, T. I. (2021). Instagram usage in learning English: A literature review. *Tell: Teaching of English Language and Literature Journal*, 9(2), 133. <https://doi.org/10.30651/tell.v9i2.9482>

Students' Perception of Instagram Reels as a Medium for Vocabulary Learning

- Reskyani, Basri, M., & Salija, K. (2021). Online learning vocabulary by utilizing Duolingo application. *Pinisi Journal Of Art, Humanity & Social Studies*, 2(1), 40-47. <https://ojs.unm.ac.id/PJAHSS/article/view/32067>
- Schmitt, N. (1997). 2.6 Vocabulary learning strategies. *Vocabulary: description, acquisition and pedagogy*, 199.
- Wahjuningsih, E. (2018). Quizlet as a mall platform foreign language: enhancing students' vocabulary. *The 15th JETA International Conference Proceedings*, 45 51.
- Wulandari, M, Improving EFL learners' speaking proficiency through instagram vlog. *LLT Journal*: vol. 22, no. 1, 2019, pp. 111-125. DOI:[10.24071/llt.v22i1.1796](https://doi.org/10.24071/llt.v22i1.1796)