

**THE EFFECT OF USING INSTAGRAM BROADCAST CHANNELS ON
STUDENTS' VOCABULARY MASTERY AT SMPN 4 KEDIRI**

SKRIPSI

Submitted for Writing a Thesis to Fulfill One of the Requirements to Obtain a
Bachelor of Education Degree (S.Pd.) of English Language Education Program



By:

**DAVINA AZZAHRA VIRZA ROZAK
NPM: 2214050075**

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2026

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, problem formulation, research objective, and research significance.

A. Background

Vocabulary mastery plays a fundamental role in English language learning because it provides the basis for effective communication and overall language development (Ziyoda Gulomovna Khatamova, 2023). Students require an adequate range of vocabulary to comprehend both spoken and written texts, communicate their ideas clearly, and engage successfully in various communicative situations. Without sufficient vocabulary knowledge, learners are likely to face challenges in developing the four essential language skills, namely listening, speaking, reading, and writing (Wulandari, 2022).

Therefore, vocabulary is considered a core component of English language learning. According to ALQAHTANI (2015), vocabulary plays a crucial role in language acquisition because learners cannot communicate effectively without sufficient vocabulary knowledge. Similarly, Nation (2020) stated that vocabulary knowledge is essential for successful language use and language proficiency. Despite its importance, vocabulary learning remains one of the major challenges faced by English as a Foreign Language (EFL) learners.

Many students experience difficulties in remembering new words, understanding word meanings, using vocabulary appropriately in context, and retaining vocabulary for long periods (MAHAMED, 2024). Vocabulary acquisition requires repeated exposure and continuous practice, which are often lacking in classroom instruction. As a result, students frequently forget newly learned vocabulary and struggle to apply it in real communication. Research has shown that students' vocabulary mastery is often hindered by limited exposure to English and monotonous learning activities (Rosyada-AS & Apoko, 2023).

In addition, students tend to perceive vocabulary learning as difficult and less interesting when it relies solely on memorization and translation activities. Although vocabulary is recognized as an essential component of English language learning (Nation, 2020), empirical evidence indicates that many EFL students still have limited vocabulary mastery and struggle to retain newly learned words (Rosyada-AS & Apoko, 2023; Mahamed, 2024). This situation indicates a gap between theoretical expectations and actual classroom practices, where students are expected to acquire sufficient vocabulary but continue to experience difficulties in learning and retaining new words.

Another challenge in vocabulary learning is the use of conventional teaching methods that do not always accommodate students' learning characteristics (Elmahdi & Hezam, 2020). In many junior high schools, vocabulary instruction still emphasizes rote memorization, dictionary use, and textbook exercises. Although these approaches may help students recognize vocabulary items, they often fail to promote meaningful learning and long-term retention.

Consequently, students may become passive during the learning process and show low motivation toward vocabulary learning (Afrianti & Rustipa, 2024). Effective vocabulary instruction requires students to encounter words repeatedly in meaningful contexts and engage actively with language. Therefore, teachers need to employ appropriate learning strategies that encourage students' participation and improve vocabulary retention (Webb & Nation, 2017).

At the junior high school level, the selection of appropriate vocabulary learning strategies is particularly important because students are in a developmental stage where motivation, engagement, and learning experiences significantly influence learning outcomes (Feng, 2023). Vocabulary learning should not only focus on memorizing word meanings but also involve contextualized learning, visual support, repetition, and meaningful communication (Arslan, 2024). Nation (2020) emphasized that vocabulary learning becomes more effective when learners meet words repeatedly in various

contexts. Similarly, interactive learning activities can help students understand vocabulary more deeply and increase their ability to use words appropriately.

Therefore, English teachers are encouraged to integrate innovative learning strategies and media that align with students' interests and learning preferences. Based on a preliminary observation conducted at SMPN 4 Kediri, eighth-grade students experienced difficulties in understanding unfamiliar English vocabulary and frequently relied on dictionaries or direct translation during classroom activities. The English teacher also reported that many students tended to forget newly introduced vocabulary because classroom instruction provided limited opportunities for repeated exposure and meaningful practice.

Furthermore, Instagram Broadcast Channels had not yet been utilized as a medium for vocabulary instruction at the school. These findings indicate that Instagram Broadcast Channels have the potential to serve as an alternative learning medium for supporting students' vocabulary mastery. In response to these challenges, the integration of technology into language learning has become an increasingly promising alternative for supporting vocabulary instruction.

The continuous advancement of technology has significantly influenced educational practices by creating various opportunities to enhance language learning. The integration of technology into the teaching process enables educators to design learning experiences that are more interactive, flexible, and engaging for students (Șișianu & Pușcașu, 2024). In the current digital era, students are accustomed to using technological devices and spend a substantial amount of time accessing the internet and mobile applications as part of their everyday activities.

Consequently, digital learning media have become an increasingly important resource for supporting English language instruction (Anggrarini & Yulianawati, 2020). Incorporating technology into vocabulary learning also provides learners with wider access to authentic language input while

encouraging independent learning beyond the classroom (Munna, 2023) . Among the various technological innovations, social media has emerged as one of the most widely used platforms, particularly among adolescents.

It has become an essential part of students' daily lives by facilitating communication, information exchange, entertainment, and social interaction (Sheng, 2025). Kaplan & Haenlein (2010) describe social media as internet-based applications that allow users to create, share, and exchange user-generated content. Within educational settings, social media offers valuable opportunities for collaborative learning, learner interaction, and access to authentic language resources. Moreover, recent research has indicated that the use of social media in language learning can enhance students' engagement, motivation, and exposure to the target language (Alharthi et al., 2020).

The use of social media in English language learning has received increasing attention from researchers in recent years. Social media platforms provide learners with opportunities to access learning materials beyond classroom boundaries and interact with language content in meaningful ways (Alkamel, 2024). Through social media, students can learn vocabulary from images, videos, captions, comments, and authentic communication contexts.

Furthermore, social media promotes learner autonomy because students can access learning resources anytime and anywhere. Studies have demonstrated that social media-assisted learning can enhance vocabulary acquisition by providing repeated exposure to language input and increasing students' motivation to learn English (Almohesh & Altamimi, 2024). Among the various social media platforms available today, Instagram has emerged as one of the most popular applications among teenagers. Instagram offers a variety of features, including posts, stories, reels, live streams, direct messages, and broadcast channels, which can be utilized for educational purposes (Amanda et al., 2024).

The visual and interactive characteristics of Instagram make it particularly suitable for vocabulary learning because students can connect words with images, videos, and contextual examples (Wulandari, 2022). Moreover, Instagram provides opportunities for continuous learning beyond classroom hours. Several studies have reported positive effects of Instagram on students' vocabulary development. For instance, Puspitasari, (2024) found that Instagram Reels effectively improved students' vocabulary mastery by increasing engagement and exposure to English vocabulary. Likewise, Mukolo et al (2024) reported significant improvement in junior high school students' vocabulary achievement through the use of Instagram Reels.

Furthermore, students generally perceive Instagram as a useful and enjoyable platform for vocabulary learning. Visual content available on Instagram helps learners understand and remember vocabulary more effectively (Rasyiid et al., 2021). Research conducted by Arun et al (2025) revealed that junior high school students had positive perceptions toward Instagram learning accounts because visual content facilitated vocabulary comprehension and retention. Similarly, Instagram-based vocabulary learning has been shown to increase students' motivation, engagement, and independent learning behavior (Almohesh & Altamimi, 2024).

Although numerous studies have investigated the use of Instagram for vocabulary learning, most previous studies have focused on features such as posts, stories, captions, and reels (Almohesh & Altamimi, 2024; Baruti & Subekti, 2023; Mukolo, M., Tuerah, I.J.C., & Rorimpandey, 2024). In addition, the majority of these studies were conducted at the senior high school and university levels, while studies involving junior high school students remain limited. Furthermore, little attention has been given to the use of Instagram Broadcast Channels as a medium for vocabulary learning, particularly in Indonesian EFL contexts. Existing studies have not sufficiently examined whether Instagram Broadcast Channels can support vocabulary learning and

contribute to students' vocabulary mastery, particularly among junior high school students in Indonesian EFL contexts.

Therefore, this study differs from previous studies by investigating Instagram Broadcast Channels as a vocabulary learning medium for junior high school students in an Indonesian EFL context. Considering these challenges, English teachers need innovative learning media that provide repeated vocabulary exposure, encourage active participation, and enable students to access learning materials beyond classroom hours. One potential medium is Instagram Broadcast Channels, which allow teachers to distribute vocabulary materials continuously through text, images, polls, and interactive features. Accordingly, investigating the educational potential of Instagram Broadcast Channels is important to provide empirical evidence regarding their contribution to vocabulary learning among junior high school students. Based on these considerations, this study investigates the effect of using Instagram Broadcast Channels on students' vocabulary mastery at SMPN 4 Kediri.

B. Problem Formulation

Based on the background above, the researcher formulated the research problem as follows:

1. How is students' vocabulary mastery after the implementation of Instagram Broadcast Channels at SMPN 4 Kediri?
2. Is there a significant effect of using Instagram Broadcast Channels on students' vocabulary mastery at SMPN 4 Kediri?

C. Research Objective

Based on the research questions, this study aims:

1. To describe students' vocabulary mastery after the implementation of Instagram Broadcast Channels at SMPN 4 Kediri.
2. To determine whether there is a significant effect of using Instagram Broadcast Channels on students' vocabulary mastery at SMPN 4 Kediri.

D. Research Significance

This study is expected to make both theoretical and practical contributions to the field of English language teaching and learning, particularly in the area of vocabulary instruction through the use of social media platforms.

1) Theoretical Significance

The findings of this study are expected to contribute to the existing literature on technology-assisted language learning, particularly the use of Instagram Broadcast Channels in English vocabulary learning. Furthermore, this study may provide empirical evidence regarding the effect of using Instagram Broadcast Channels on students' vocabulary mastery and offer insights into students' vocabulary mastery in terms of word meaning, synonym, antonym, and vocabulary in context after the implementation of Instagram Broadcast Channels.

2) Practical Significance

a. For Students

This study is expected to support students in learning vocabulary through the use of Instagram Broadcast Channels. By receiving vocabulary materials through a familiar social media platform, students may become more engaged in learning English and develop a better understanding of word meaning, synonym, antonym, and vocabulary in context.

b. For English Teachers

This study is expected to provide English teachers with an alternative instructional medium for teaching vocabulary. The findings may help teachers utilize Instagram Broadcast Channels as a tool to support vocabulary learning both inside and outside the classroom.

c. For Future Researchers

This study is expected to serve as a reference for future researchers who are interested in investigating the use of Instagram Broadcast Channels or other social media features in English language learning. It may also provide useful information regarding students' vocabulary mastery across different vocabulary indicators after learning through Instagram Broadcast Channels or other Instagram features in English language learning.

REFERENCES

- Afrianti, U. U., & Rustipa, K. (2024). Teaching English Vocabulary Using Total Physical Response (TPR) Method. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(2), 213–219. <https://doi.org/10.23887/jpbi.v11i2.61065>
- Agazzi, A. (2022). The Importance of Learning Vocabulary for Young Learners. *International Journal of Multicultural and Multireligious Understanding*, 9(8), 56. <https://doi.org/10.18415/ijmmu.v9i8.3897>
- Alahmadi, A., Albaqami, S. E., & Foltz, A. (2023). Using technology-based vocabulary instruction inside and outside of the classroom. *Frontiers in Communication*, 8. <https://doi.org/10.3389/fcomm.2023.1162219>
- 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(6), 318–331. <https://doi.org/10.24093/awej/call6.21>
- Alhazmi, K. (2024). The Effect of Multimedia on Vocabulary Learning and Retention. *World Journal of English Language*, 14(6), 390–399. <https://doi.org/10.5430/wjel.v14n6p390>
- Ali, A., & Essa, M. (2025). *The Impact Of English Antonyms On Intermediate-Level Arab Learners: A Study Of Reading Comprehension And Vocabulary Acquisition*. 1–17.
- Ali Erarslan Ph, D. (2019). Instagram as an Education Platform for EFL Learners. *TOJET: The Turkish Online Journal of Educational Technology*, 18(3), 54–69. <https://files.eric.ed.gov/fulltext/EJ1223776.pdf>
- Alkamel, M. (2024). Social Media in Teaching English for EFL Students: A Review of Challenges and Suggestions. *International Journal of English Teaching and Learning*, 2(1), 8–17. <https://doi.org/10.11648/j.ijetl.20240201.12>
- Almohesh, A. R. I., & Altamimi, J. A. H. (2024). a concentration on vocabulary learning via instagram and its effects on informal digital learning of english, technostress, and on-line engagement. *BMC Psychology*, 12(1), 1–11. <https://doi.org/10.1186/s40359-023-01503-w>

- Aloraini, N., & Cardoso, W. (2020). Social media in language learning: a mixed-methods investigation of students' perceptions. *Computer Assisted Language Learning*, 35(8), 1707–1730.
<https://doi.org/https://doi.org/10.1080/09588221.2020.1830804>
- 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.
<https://doi.org/10.20472/te.2015.3.3.002>
- Amanda, S. H., Anggi Tias Pratama, & Kartika Ratna Pertiwi. (2024). The Use of Instagram as Learning Media. *Perspektif Ilmu Pendidikan*, 38(1), 1–9.
<https://doi.org/10.21009/pip.381.1>
- Anggrarini, N., & Yulianawati, I. (2020). Exploring Mobile Application and Their Usage in English Language Learning. *Wiralodra English Journal*, 4(2), 52–66. <https://doi.org/10.31943/wej.v4i2.112>
- Anisah, S., Wahjuningsih, E., & Puspa, A. (2023). The Effect of Teacher-Made Vocabulary Exercises in Instagram Stories on Students' Vocabulary Achievement. *New Language Dimensions*, 4(2), 90–101.
<https://doi.org/10.26740/nld.v4n2.p90-101>
- Arslan, K. (2024). Teaching English Vocabulary: Innovative Methods. *Contemporary Research in Language and Linguistics (Issn: 2980-2253)*, 2(1), 45–53. <https://doi.org/10.62601/crll.v2i1.26>
- Ary, D., Jacobs, L., Razavieh, A., & Sorensen, C. (2009). *Introduction to Research in Education*. 07(10), 696.
<https://books.google.com/books?id=FqF7n0zGJm0C&pgis=1>
- Aswadi, D. (2024). Optimizing Language Learning with Relevant and Contextual Vocabulary Selection in Education. *Journal on Education*, 7(1), 8615–8625.
<https://doi.org/10.31004/joe.v7i1.7714>
- Baruti, T. D. W. P., & Subekti, A. S. (2023). Instagram To Learn English Vocabulary: a Study of Indonesian Non-English Major University Students. *Ijee (Indonesian Journal of English Education)*, 10, 106–125.
<https://doi.org/10.15408/ijee.v10i1.26969>
- Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and*

- Classroom Practices* (3rd ed.). Pearson Education.
- Calfee, R. C., Israel, S. E., Consultant, L., & Duffy, G. G. (2014). Handbook of Research on Reading Comprehension. In *Handbook of Research on Reading Comprehension*. <https://doi.org/10.4324/9781315759609>
- Cook, V., & Smakman, D. (2026). Vocabulary. In *second Language Learning and Language Teaching* (6th ed., pp. 252–281). Routledge.
- Creswell. (2011). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. *Manual Therapy*, 16(1), 103. <https://doi.org/10.1016/j.math.2010.09.003>
- Cuyos, K. J. E. (2026). *Enhancing vocabulary proficiency through Project Verb among grade 7 students of Manat National High School*. 13(2), 13–16.
- Elmahdi, O. E. H., & Hezam, A. M. M. (2020). Challenges for Methods of Teaching English Vocabulary to Non-native Students. *Advances in Social Sciences Research Journal*, 7(5), 556–575. <https://doi.org/10.14738/assrj.75.8263>
- Feng, Y. (2023). A study of English vocabulary learning strategies in rural junior middle schools. *Journal of Education and Educational Research*, 2(1), 93–97. <https://doi.org/10.54097/jeer.v2i1.5546>
- Fitri, & Maghfiroh. (2024). *Instagrammers' perception of using Instagram application for learning English vocabulary*. 8(2), 314–323. <https://doi.org/https://doi.org/10.24071/ijiet.v8i2.6839>
- Fraenkel, Wallen, & H. (2019). *How to design and evaluate research in education*.
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486–489. <https://doi.org/10.5812/ijem.3505>
- Hetfil Arun, Ismawati Ike Nugraeni, A. N. J. (2025). *Students' Perception of Using Instagram Learning Account Towards Their Vocabulary Mastery*. 13, No 1. <https://doi.org/https://doi.org/10.31764/leltj.v13i1.30918>
- Ibrahim, K. A. A. Al, & Basim, N. (2024). Applying task supported language learning via instagram: the effects on EFL learners' self-esteem, academic buoyancy, academic engagement, and language achievement. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1).

<https://doi.org/10.1186/s40862-023-00223-3>

- Instagram for Creators. (2024). *Broadcast Channels: Everything to know about channels*. <https://creators.instagram.com/create/broadcast-channels>
- Jashari (Cicko), A. (2024). Sense Relation in Vocabulary Acquisition. *Teacher*, (27), 6–16. <https://doi.org/10.20544/teacher.27.01>
- Joe Barcroft. (2016). Vocabulary in Language Teaching (Cambridge Language Education). In *Canadian Journal of Applied Linguistics* (Vol. 5). <http://www.lexutor.ca/cv/Schmitt.htm>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media ? Get serious ! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251. <https://doi.org/10.1016/j.bushor.2011.01.005>
- Korol, L. (2022). *Visual Images As a Tool of Vocabulary Teaching*. 149–150. <https://doi.org/10.36074/logos-12.08.2022.45>
- Lawrence, J. F., Knoph, R., McIlraith, A., Kulesz, P. A., & Francis, D. J. (2022). Reading Comprehension and Academic Vocabulary: Exploring Relations of Item Features and Reading Proficiency. *Reading Research Quarterly*, 57(2), 669–690. <https://doi.org/10.1002/rrq.434>
- M. Ramadhani, & Dina Afriani. (2026). Development of Interactive Learning Media for Basic Concepts of 3D Objects. *Proceeding International Conference on Digital Education and Social Science*, 3(1), 101–108. <https://doi.org/10.55506/icdess.v3i1.134>
- MAHAMED, N. R. (2024). The Crucial Function of Vocabulary Development for Students Improving Their English Language Skills. *International Journal of Multidisciplinary Research and Analysis*, 07(05), 1910–1918. <https://doi.org/10.47191/ijmra/v7-i05-11>
- Mas, M. I. (2024). The Use of Illustrated Books to Increase Elementary Students' English Vocabulary. *Lumbung Ngabdi: Jurnal Pengabdian Masyarakat*, 2(1),

- 18–20. <https://doi.org/10.51806/ngabdi.v2i1.44>
- Mayangsari, S. N., & Mahardhika, L. T. (2019). Characteristics of Learning Media that Motivate Learners. *European Journal of Research in Social Sciences*, 7(1), 56–64. www.idpublications.org
- Meta. (2024). *Instagram Broadcast Channels Explainer atau Instagram Broadcast Channels: Creators Deepen Connections with Followers*. Meta Newsroom. <https://about.fb.com/news/video/broadcast-channels-explainer/>
- Mujaddid, A., & Syarfi, H. M. (2025). *English Program Students ' Perceptions of Instagram Reels for Vocabulary Acquisition*. X(3), 323–332.
- Mukolo, M., Tuerah, I. J. C., & Rorimpandey, R. S. (2024). *JoTELL Journal of Teaching English, Linguistics, and Literature published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado , Vol. x No. x, pp. x-x Note: Tahoma, 10 pt, Leave the Vol and No Blank. x(x), 1412–1423*.
- Munna, M. S. H. (2023). Leveraging the Features of Multimedia Technologies in Enhancing Vocabulary Learning. *Journal of Innovative Technology Convergence*, 5(2), 1–10. <https://doi.org/10.69478/jitc2023v5n2a01>
- Nation. (2013). Learning vocabulary in another language. *Learning Vocabulary in Another Language*, 1–624. [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5)
- Nation. (2020). The Different Aspects of Vocabulary Knowledge. In S. Webb (Ed.), *The Routledge Handbook of Vocabulary Studies* (pp. 1–598). Routledge. <https://doi.org/10.4324/9780429291586>
- Nation, P. (2017). How vocabulary is learned Quantity of meetings (Repetition). *Indonesian Journal of English Language Teaching*, 12(May), 1–14.
- Nation, W. S. and P. (2017). *How Vocabulary is Learned: i*.
- Nengsih, M., & Fadly Azhar, N. (2025). EFL students' perceptions in vocabulary mastery through Instagram. *Journal of Educational Sciences*, 9(2), 876–885. <https://doi.org/10.31258/jes.6.3.p.444-458>
- Nodira Oybekovna, O. N. O. (2020). Vocabulary, Common Problems In Teaching. *"Science and Education" Scientific Journal*, 1(1), 518–521.
- Pallant, J. (2020). *SPSS Survival Manual A step by step guide to data analysis using*

- IBM SPSS (p. 378). <https://doi.org/https://doi.org/10.4324/9781003117452>
- Puspitasari, L. (2024). The Effectiveness of Using Reels on Instagram Toward Students' Vocabulary Mastery at Senior High School. *An-Nuha : Jurnal Kajian Islam, Pendidikan, Budaya Dan Sosial*, 11(1), 29–50. <https://doi.org/10.36835/annuha.v11i1.701>
- Rachmawati, K., & Purwananti, Y. S. (2026). *Instagram Reels as a Grammar Learning Tool for Second Semester English Education Students at Universitas Bhinneka*. 9(1), 165–172.
- 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>
- Read, J. (2023). Towards a new sophistication in vocabulary assessment. *Language Testing*, 40(1), 40–46. <https://doi.org/10.1177/02655322221125698>
- 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.
- Rosinta, R., Hamid, A. I. R., & Rachman, D. (2025). The Effectiveness of Instagram as a Medium for Learning English Vocabulary. *Journal of English Language Teaching and Literature*, 6, Number, 383–395. <https://doi.org/10.56185/jelita.v6i2.970>
- Rosyada-AS, A., & Apoko, T. W. (2023). Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students. *Journal of Languages and Language Teaching*, 11(3), 489. <https://doi.org/10.33394/jollt.v11i3.8404>
- Sabyrbekuly, M. D. (2026). *The role of vocabulary in the development of communicative competence in second language : an analytical review of literature*. 20–28. <https://doi.org/10.51582/interconf.19-20.01.2026.002>
- Sapayeva Bekposhsha. (2025). TEACHING ADVANCED VOCABULARY TO STUDENTS. *EPRA International Journal of Research & Development (IJRD)*,

- 152–154. <https://doi.org/10.36713/epra24208>
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in Language Teaching* (3rd ed., Vol. 1, Number 2020). Cambridge University Press.
- Sharpe, M. (2021). *Technology enhanced vocabulary acquisition: a longitudinal study*. <https://www.researchgate.net/publication/355840696>
- Sheldon. (2021). *Computers in Human Behavior Instagram : Motives for its use and relationship to narcissism and contextual age*. 58, 89–97.
- Sheng, Y. (2025). The Effects of Social Media Use on Mental Health in Adolescents. *Science Insights Education Frontiers*, 28(1), 4599–4612. <https://doi.org/10.15354/sief.25.re512>
- Șișianu, A., & Pușcașu, A. (2024). New Technologies and Foreign Language Learning: Transforming Language Education. *Journal of Social Sciences*, 7(1), 91–99. [https://doi.org/10.52326/jss.utm.2024.7\(1\).07](https://doi.org/10.52326/jss.utm.2024.7(1).07)
- Smith, S. (2020). Vocabulary in Language Teaching. *Vocabulary in Language Teaching*, 1–36. <https://doi.org/10.4324/9781315679549>
- Susanto, & Nanda, D. S. (2025). Contextualized Vocabulary Teaching Strategy in Vocational Education: A Study on Effectiveness and Student Engagement. *Educational Researcher Indonesia (ERI)*, 2(1), 70–79. <https://ejournal.duniakampus.org/index.php/eri>
- Technology, I. (2024). 1,2,3,4 ,. 7(December), 213–219.
- Webb, S., & Nation, I. S. P. (2017). *How Vocabulary Is Learned* (Vol. 12, Number 1). Oxford University Press.
- Wulandari, N. P. (2022). *the Use of English Learning Accounts in Instagram To*. 6(2), 363–374.
- Yevchuk, A. (2022). An Empirical Study of Near-synonym Choice: A Comparison of Advanced EFL Learners to L1 English Speakers. *Taikomoji Kalbotyra*, 17, 79–94. <https://doi.org/10.15388/Taikalbot.2022.17.4>
- Ziyoda Gulomovna Khatamova. (2023). Methods For Increasing English Vocabulary as ESL. *Journal of Advanced Zoology*, 44(S6), 1852–1856. <https://doi.org/10.17762/jaz.v44is6.2628>