

## The Effect of English Video Content on Instagram Toward *Mahasantri* Vocabulary Mastery

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan konten video berbahasa Inggris di Instagram terhadap penguasaan kosakata mahasantri di Ma'had Al-Jami'ah Universitas Islam Negeri Fatmawati Sukarno Bengkulu. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental (one-group pretest-posttest) dan melibatkan 61 peserta. Perlakuan yang diberikan berupa pemutaran video pendek berisi idiom dalam konteks visual dan menarik yang diunggah ke Instagram. Hasil penelitian menunjukkan peningkatan rata-rata skor dari 68,85 menjadi 77,95. Uji t menunjukkan nilai signifikansi sebesar 0,001 ( $< 0,05$ ), menandakan adanya pengaruh yang signifikan. Penelitian ini merekomendasikan pemanfaatan platform media sosial sebagai sarana pembelajaran informal untuk meningkatkan penguasaan kosakata dalam bahasa Inggris.

**Kata kunci:** *Konten Video Inggris, Instagram, Idiom, Penguasaan Kosakata, Mahasantri*

### Abstract

This research investigates the effect of using English video content on Instagram on the vocabulary mastery of *mahasantri* at Ma'had Al-Jami'ah, State Islamic University of Fatmawati Sukarno Bengkulu. A quantitative method with a pre-experimental one-group pretest-posttest design was applied to 61 participants. The treatment involved Instagram videos created by the researcher, presenting idioms in contextual, visual, and engaging formats. The results showed an increase in the average score from 68.85 to 77.95. A paired sample t-test revealed a significance value of 0.001 ( $< 0.05$ ), indicating a statistically significant effect. This study suggests that social media platforms like Instagram can be effectively integrated into informal learning environments to support students' vocabulary development.

**Keywords :** *English Video Content, Instagram, Idioms, Vocabulary Mastery, Mahasantri*

### INTRODUCTION

In the digital age, the integration of technology into education has become increasingly essential. Social media platforms, particularly Instagram, have transformed from mere tools of communication and entertainment into potential educational resources. With its emphasis on visual content and ease of access, Instagram offers opportunities for innovative teaching strategies, especially in language learning. One of the critical areas where such innovation is needed is vocabulary acquisition, which forms the foundation of effective communication in English (Indriyani et al., 2023).

At Ma'had Al-Jami'ah, State Islamic University of Fatmawati Sukarno Bengkulu, English vocabulary instruction still relies on traditional, non-interactive approaches. Teaching is conducted primarily by *musyirif* (senior students responsible for educational activities in the dormitory environment) using methods such as repetition, memorization, and chalkboard explanation. These methods, though valuable in certain contexts, are often perceived as monotonous by *mahasantri*, leading to decreased motivation and limited vocabulary retention. Furthermore, instruction rarely incorporates modern media or addresses the practical usage of language, particularly idiomatic expressions (Zunurahma & Fahrezi, 2023).

Idiomatic expressions are a vital component of natural, fluent communication in English. They are widely used in everyday interactions by native speakers but are often excluded from formal and informal language instruction. For instance, phrases like "break the ice" or "under the weather" cannot be interpreted literally, making them particularly challenging for learners unfamiliar with their contextual meaning. Without exposure to such expressions, students may struggle with comprehension and sound less natural in their speech or writing (Liontas, 2017; Maria, 2021)

Modern pedagogical theories advocate for the use of digital tools and multimedia to support more engaging and contextualized learning experiences. Instagram, with its short videos, relatable content, and high student engagement, can be utilized to present idioms within authentic scenarios. Such a platform provides a low-pressure environment where students can explore new vocabulary, observe real-life usage, and improve language skills through repeated exposure (Agustin & Ayu, 2021; Sipayung, 2021)

Although previous studies have indicated the effectiveness of Instagram and video content in enhancing vocabulary acquisition, research focusing specifically on idiom learning in Islamic boarding school settings like Ma'had remains limited. Considering the informal nature of the ma'had curriculum and the unique role of musyrif in the learning process, there is a need to examine whether Instagram-based English video content can be an effective alternative to traditional methods (Baruti & Subekti, 2023).

Therefore, this study seeks to investigate the effect of using English video content on Instagram toward *mahasantri* vocabulary mastery, particularly in the acquisition of idiomatic expressions. It is expected that the findings will not only fill the existing research gap but also serve as a practical guide for educators, especially musyrif, who are striving to improve vocabulary instruction through relevant and engaging media.

## METHOD

The one group pretest posttest model, a pre-experimental design, was used in this study's quantitative methodology. At Ma'had Al-Jami'ah, State Islamic University of Fatmawati Sukarno Bengkulu, this design was chosen to assess the impact of a single treatment—English video content on Instagram—on the vocabulary mastery of mahasantri.

The study was carried out in the academic year 2025 during the even semester. The 155 students who were Ma'had Al-Jami'ah's second and fourth semester mahasantri made up the population. Using Slovin's technique and a 10-percent margin of error, a sample of 61 individuals was chosen by simple random selection.

The independent variable in this study was the English video content uploaded on Instagram, while the dependent variable was the vocabulary mastery of the students, particularly in understanding idiomatic expressions. The treatment involved a series of short videos created and uploaded by the researcher. Each video presented one or two idioms with contextual explanations, visual illustrations, and short dialogues.

Data were collected using a vocabulary test administered in two stages: a pretest before the treatment and a posttest after the treatment. Both tests consisted of 20 validated multiple choice items focusing on idiomatic expressions. The instrument had previously undergone validity and reliability testing, with a Cronbach's Alpha score of 0.811, indicating high internal consistency.

Utilizing the Kolmogorov Smirnov approach, a normality test was performed to verify that utilizing parametric statistics was adequate. The findings demonstrated a normal distribution of the pretest and posttest data. To ascertain whether there was a significant difference between the students' vocabulary scores before and after the treatment, the paired sample t test was utilized.

Additionally, documentation techniques were used to collect supporting data such as the institutional profile, learning system, and existing English learning activities at Ma'had Al-Jami'ah. These data supported the interpretation of the research findings and the discussion.

## RESULTS AND DISCUSSION

The research results and discussion regarding the impact of English-language video material on Instagram on mahasantri vocabulary mastery are presented in this part. 61 students took a vocabulary exam before and after the treatment, and the results were used to gather the

data. Idiomatic expressions were the main emphasis of the test, which used multiple-choice questions with prior validation.

**Table 1. The pre-test and post-test scores of the *mahasantri***

| No | Pre-Test | Post-Test |
|----|----------|-----------|
| 1  | 80       | 90        |
| 2  | 65       | 70        |
| 3  | 75       | 70        |
| 4  | 90       | 85        |
| 5  | 95       | 90        |
| 6  | 85       | 80        |
| 7  | 50       | 55        |
| 8  | 75       | 80        |
| 9  | 60       | 65        |
| 10 | 75       | 85        |
| 11 | 60       | 65        |
| 12 | 50       | 55        |
| 13 | 55       | 70        |
| 14 | 60       | 65        |
| 15 | 60       | 75        |
| 16 | 75       | 85        |
| 17 | 80       | 95        |
| 18 | 70       | 85        |
| 19 | 65       | 80        |
| 20 | 50       | 60        |
| 21 | 35       | 55        |
| 22 | 50       | 50        |
| 23 | 90       | 100       |
| 24 | 75       | 85        |
| 25 | 90       | 100       |
| 26 | 65       | 70        |
| 27 | 85       | 95        |
| 28 | 75       | 90        |
| 29 | 60       | 75        |
| 30 | 50       | 60        |
| 31 | 60       | 75        |
| 32 | 70       | 75        |
| 33 | 70       | 85        |
| 34 | 80       | 95        |
| 35 | 85       | 90        |
| 36 | 60       | 70        |
| 37 | 60       | 65        |
| 38 | 90       | 100       |
| 39 | 60       | 60        |
| 40 | 75       | 75        |
| 41 | 80       | 80        |
| 42 | 85       | 95        |
| 43 | 55       | 65        |
| 44 | 60       | 75        |
| 45 | 70       | 85        |
| 46 | 45       | 60        |
| 47 | 60       | 65        |

|    |    |    |
|----|----|----|
| 48 | 70 | 75 |
| 49 | 75 | 75 |
| 50 | 80 | 80 |
| 51 | 80 | 90 |
| 52 | 60 | 80 |
| 53 | 70 | 85 |
| 54 | 80 | 95 |
| 55 | 75 | 80 |
| 56 | 65 | 75 |
| 57 | 70 | 75 |
| 58 | 70 | 85 |
| 59 | 65 | 75 |
| 60 | 70 | 80 |
| 61 | 70 | 85 |

### Descriptive Statistics

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pretest            | 61 | 35      | 95      | 69.10 | 12.666         |
| Posttest           | 61 | 50      | 100     | 77.62 | 12.403         |
| Valid N (listwise) | 61 |         |         |       |                |

Figure 1. Descriptive Statistics

The descriptive statistics showed a significant improvement in students' scores after the treatment. The average score increased from 68.85 in the pretest to 77.95 in the posttest. In addition, the minimum score rose from 35 to 50, indicating that even low-performing students experienced progress. The standard deviation remained stable, suggesting that the improvement occurred across the sample consistently.

### Tests of Normality

|          | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|----------|---------------------------------|----|------|--------------|----|------|
|          | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Pretest  | .108                            | 61 | .074 | .976         | 61 | .266 |
| Posttest | .105                            | 61 | .093 | .971         | 61 | .161 |

a. Lilliefors Significance Correction

Figure 2. Tests of Normality

Both pretest and posttest data were found to be normally distributed, with significance values larger than 0.05, according to a normality test conducted using the Kolmogorov Smirnov method. This made it possible to examine how the two sets of scores differed using the paired sample t test.

### Paired Samples Test

|        |                    | Paired Differences |                |                 |  | Significance |    |             |             |
|--------|--------------------|--------------------|----------------|-----------------|--|--------------|----|-------------|-------------|
|        |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference<br>Lower Upper | t            | df | One-Sided p | Two-Sided p |
| Pair 1 | Pretest - Posttest | -8.525             | 6.281          | .804            | -10.133 -6.916   | -10.600      | 60 | <.001       | <.001       |

Figure 3. Paired Sample Tests

A mean difference of 9.10 points was found using the paired sample t test, and the significance value was 0.001 ( $p < 0.05$ ). These findings show that students' vocabulary mastery

improved statistically significantly after watching the English-based videos on Instagram. As a result, the alternative hypothesis is accepted and the null hypothesis is rejected. We may conclude that vocabulary acquisition was positively impacted by the use of Instagram videos.

This result is consistent with earlier research that emphasized the advantages of using video content for language acquisition. Instagram videos' visual and contextual elements probably helped viewers understand and remember idiomatic terms better. The study backs up the idea that by offering numerous avenues for information processing, multimedia input improves learning results.

Additionally, the findings are consistent with the dual coding theory, which holds that memory and comprehension are enhanced when verbal and visual information are combined. Idioms were explained to students in this study using both oral explanations and visual scenarios, which improved their understanding.

The improvement observed among participants also suggests that learning through social media can increase motivation and engagement, especially when the content is relevant to students' daily lives. The informal learning environment offered by Instagram may have reduced anxiety and encouraged more active participation in the learning process.

Overall, the findings of this study demonstrate that Instagram can serve as an effective supplementary tool for teaching vocabulary, especially idioms, in informal educational settings such as Ma'had. It also highlights the potential of integrating digital platforms into language instruction to support student-centered learning.

## CONCLUSION

Based on the findings and data analysis, this study shows that the consumption of English video content on Instagram greatly enhances vocabulary mastering among mahasantri at Ma'had Al-Jami'ah, State Islamic University of Fatmawati Sukarno Bengkulu. The treatment, which entailed exposing children to idioms through brief contextual movies, led to a substantial rise in vocabulary test scores. With a p-value of 0.001, the paired sample t test verified a statistically significant difference between the pretest and posttest mean scores, which increased from 68.85 to 77.95.

This improvement suggests that Instagram, as a platform commonly used by students, can be an effective alternative medium for language instruction. The combination of visual cues and real-life context within the videos enhanced students' understanding and retention of idiomatic expressions. Therefore, integrating social media-based content into informal learning environments can offer meaningful contributions to vocabulary development and increase student motivation.

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