



Enhancing Vocabulary and Grammar Acquisition Through Instagram Quizzes: A Narrative Inquiry Approach

Arisandi Setiyawan¹, Ika Meilinda, U.M², Yusrotul Hasanah³,
Khofifatul Qulub⁴

^{1,2,3,4} Universitas Islam Madura, Indonesia.

e-mail: ¹ase.sun86@gmail.com, ²imeilinda90@gmail.com, ³yusrotulhasanah82@gmail.com,
⁴qulubfifi@gmail.com

Abstract This study examines the effectiveness of Instagram quizzes as an interactive tool for enhancing vocabulary acquisition and grammar comprehension among English learners. This research employs a qualitative narrative inquiry approach, involving in-depth interviews and observational analysis of fifth-semester English language students at Universitas Islam Madura. Findings reveal that Instagram quizzes significantly enhance student engagement, motivation, and knowledge retention due to their interactive and gamified nature. A comparative analysis highlights the superiority of Instagram quizzes over traditional learning methods in terms of accessibility, immediacy of feedback, and sustained learner interest. However, challenges such as internet dependency, screen fatigue, and over-reliance on digital tools underscore the necessity for a balanced pedagogical approach.

Keywords: Instagram Quizzes; Vocabulary Acquisition; Grammar Comprehension; Digital Learning; Social Media Education.

Abstrak Studi ini mengkaji efektivitas kuis Instagram sebagai alat interaktif untuk meningkatkan penguasaan kosakata dan pemahaman tata bahasa di kalangan pelajar bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif naratif inkuiri, yang menerapkan wawancara mendalam dan analisis observasional terhadap mahasiswa bahasa Inggris semester lima di Universitas Islam Madura. Temuan penelitian menunjukkan bahwa kuis Instagram secara signifikan meningkatkan keterlibatan, motivasi, dan retensi pengetahuan mahasiswa karena sifatnya yang interaktif dan gamifikasi. Analisis yang komparatif menyoroti keunggulan kuis Instagram dibandingkan metode pembelajaran tradisional dalam hal aksesibilitas, umpan balik yang cepat, dan minat belajar yang berkelanjutan. Namun, tantangan seperti ketergantungan internet, kelelahan layar, dan ketergantungan yang berlebihan pada perangkat digital menegaskan perlunya pendekatan pedagogis yang seimbang.

Kata Kunci: Kuis Instagram; Pemerolehan Kosakata; Pemahaman Tata Bahasa; Pembelajaran Digital; Pendidikan Media Sosial.

INTRODUCTION

Language is an essential aspect of human communication, serving as a fundamental tool for conveying information, expressing thoughts, emotions, and engaging in social interactions. In an increasingly globalized world, the ability to communicate in English has become a crucial skill for individuals seeking academic, professional, and social advancement. English is not only the most widely spoken second language but also the primary medium of instruction in various educational institutions worldwide. According to (Sung, 2020), English is used extensively for international communication, which underscores its importance as a global lingua franca. Similarly, (Nesterenko et al., 2015) emphasized that the widespread use of English has been reinforced by advancements in communication and information technology, making proficiency in the language indispensable.

One of the key components of English language acquisition is vocabulary knowledge, which plays a pivotal role in developing reading, writing, speaking, and listening skills. (Faizah et al., 2022) asserted that vocabulary is a fundamental factor in mastering a target language, influencing the learner's ability to comprehend and construct meaningful communication. Without an adequate vocabulary, language learners face difficulties in expressing ideas and understanding spoken or written texts. Moreover, grammar proficiency is equally significant, as it ensures clarity and coherence in communication. Wilkins (1987) in (L. Wang, 2019) said that "People can't express anything without words, and there aren't many things they can express without grammar". However, despite the critical role of vocabulary and grammar, many learners struggle to achieve proficiency in these areas due to ineffective learning methods and limited engagement with the language.

In recent years, social media platforms have emerged as powerful tools for education, offering interactive and engaging learning experiences. Platforms such as YouTube, Instagram, and TikTok provide diverse content that facilitates language learning through videos, quizzes, and interactive exercises (Zubair Ul Islam, 2022). Among these, Instagram has gained particular attention for its user-friendly interface and widespread adoption among students. (Srivani et al., 2022) noted that digital tools incorporating quizzes and gamified elements enhance learners' motivation and engagement, fostering a more effective learning process. The incorporation of Instagram quizzes into language learning offers a promising approach to improving

vocabulary retention and grammar comprehension, as they provide instant feedback and interactive learning experiences.

Despite the potential benefits of social media-based learning, many students continue to face challenges in acquiring vocabulary and grammar proficiency. Traditional learning methods, such as memorization and textbook exercises, often fail to capture students' interest, leading to low retention rates and lack of motivation. At Universitas Islam Madura, numerous students report difficulties in memorizing vocabulary and understanding complex grammar rules, particularly tenses. This gap in learning necessitates an exploration of alternative approaches that integrate modern technology and social media platforms to create a more engaging and effective learning environment.

One general approach to addressing this issue is through the integration of digital learning tools, which offer interactive and personalized learning experiences. Online platforms such as Quizizz and Kahoot! have been widely used in educational settings to enhance student engagement and provide instant feedback on learning progress. These tools employ gamification strategies, which have been shown to improve motivation and cognitive retention (Seitenova et al., 2023). However, while these platforms are effective in structured classroom settings, there is still a need for more informal, accessible, and student-driven learning approaches that align with students' daily activities and digital habits.

A more specific solution to this challenge is the use of Instagram quizzes as a learning tool for English vocabulary and grammar acquisition. Unlike conventional learning methods, Instagram quizzes provide an interactive and visually appealing platform that allows students to engage with language content in a more natural and enjoyable manner. Zahra et al., (2022) highlighted the potential of Instagram as a teaching tool, emphasizing its effectiveness in delivering language learning materials through short, engaging activities. By incorporating quizzes into Instagram stories and posts, students can test their vocabulary and grammar knowledge in real-time, receive immediate feedback, and track their learning progress over time. This approach aligns with the principles of Education 4.0, which advocates for the use of digital technologies to enhance learning experiences and support self-directed learning (Prasetya & Raharjo, 2023).

Furthermore, several research related to the use of Instagram has been conducted by previous researchers which found that the Instagram is effective in learning

vocabularies, Instagram as an educational platform, relationship between the use of Instagram students' motivation such as in Agustin & Ayu, 2021; Auly et al., 2019; D, 2019; Nasution, 2023; Rasyiid et al., 2021). The gap with this study is in the method used. It was rarely found in the previous study about the use of Instagram in English education using narrative inquiry as a method in the study.

Additionally, narrative inquiry serves as an effective methodological approach for understanding students' experiences with Instagram quizzes in language learning. Narrative inquiry focuses on collecting and analysing personal stories to gain insights into learners' perspectives, challenges, and strategies in acquiring vocabulary and grammar skills. According to C. C. Wang & Geale, (2015), narrative research is a dynamic process that allows researchers to explore experiences within specific social and educational contexts. By analysing students' narratives, this study aims to uncover the effectiveness of Instagram quizzes in facilitating language acquisition and identify best practices for integrating social media into English learning strategies.

In conclusion, given the increasing role of digital platforms in education, the research questions this study "what is the impact of Instagram quizzes on improving students' vocabulary and grammar understanding?". Through a qualitative narrative inquiry approach, the research will explore students' experiences, learning strategies, and perceived benefits of using Instagram quizzes as a language learning tool. The findings of this study will contribute to the growing body of literature on digital learning and provide valuable insights for educators seeking to enhance English language instruction through innovative methods. Moreover, the study aims to offer practical recommendations for integrating social media-based learning strategies into English education curricula, thereby addressing the challenges faced by students in acquiring vocabulary and grammar proficiency.

METHOD

Research Design

The study employs a qualitative research approach with a narrative inquiry method to explore students' experiences in using Instagram quizzes for vocabulary and grammar acquisition. Narrative inquiry, as described by C. C. Wang & Geale, (2015), provides a framework for understanding how individuals interpret and narrate their learning experiences over time. This method allows for an in-depth exploration of

personal experiences, perceptions, and the effectiveness of digital learning tools in English language education.

The participants of this study were fifth-semester English language education students at Universitas Islam Madura which consist of 20 students. A purposive sampling technique was used to select students who actively engage in Instagram quizzes as a learning tool. Meanwhile, the data collection methods were semi-structured interviews which focus on students' motivation for using Instagram quizzes, their perceptions of vocabulary and grammar improvement through quizzes, strategies they used to enhance their learning experience, challenges they encountered while using Instagram as a learning tool. Besides, Observations and Document Analysis were applied.

Furthermore, A thematic analysis approach was adopted to examine the collected data. Thematic analysis involves identifying, analysing, and reporting patterns within qualitative data (Braun & Clarke, 2006). The process followed these steps data Familiarization, initial coding, theme identification, theme refinement, and interpretation. To enhance the credibility and reliability of the study, multiple validation techniques, first, Triangulation, using interviews, observations, and document analysis ensured a comprehensive and well-rounded interpretation of findings (Denzin, 2012). In this study all the data were analysed by using triangulation of source, means that the checking the data from different participants. Second, Member Checking, means that the participants were given the opportunity to review interview transcripts and confirm the accuracy of their statements. Third, peer Debriefing, means that the discussions with academic peers helped refine the coding process and validate the interpretation of data. The last is Thick Description, means that detailed descriptions of participants' experiences provided depth and ensured transparency in data interpretation.

This study acknowledges several limitations. First is small Sample Size, the study's findings are based on a limited number of participants, which may not be generalizable to all English learners. Second is Self-Reported Data, interviews rely on participants' personal accounts, which may introduce subjective bias. The last is technological Constraints, students' access to stable internet connections may have influenced their engagement with Instagram quizzes.

Despite these limitations, the study provides an in-depth exploration of students' experiences and contributes to the broader understanding of social media as an educational tool.

RESULT AND DISCUSSION

The findings of this study provide insights into the effectiveness of Instagram quizzes as a tool for enhancing vocabulary and grammar acquisition among university students. The thematic analysis of the collected data revealed key aspects of student engagement, learning strategies, perceived effectiveness, and challenges encountered when using Instagram quizzes for language learning. The results indicate that Instagram quizzes contribute positively to vocabulary retention and grammar comprehension, offering an interactive and enjoyable learning experience. In other word, Instagram quizzes enhance student engagement and motivation, students employ various strategies, including repetition, self-assessment, and note-taking, to optimize learning. Instagram quizzes provide distinct advantages over traditional learning methods, particularly in terms of engagement and feedback.

Student Engagement with Instagram Quizzes

One of the primary findings is that Instagram quizzes significantly enhance student engagement in learning English. Participants reported that the interactive nature of quizzes, which includes immediate feedback and gamified elements, motivated them to participate more actively in their learning process.

Participant M1 noted:

"Using Instagram quizzes makes learning English fun. The immediate feedback helps me understand my mistakes and correct them quickly."

Similarly, participant M2 emphasized the appeal of the interactive format:

"Unlike traditional learning methods, Instagram quizzes keep me engaged because they feel more like a game than a lesson."

The analysis suggests that Instagram quizzes provide an engaging alternative to traditional methods, sustaining learners' interest and motivation, which are crucial factors for language acquisition (Seitenova et al., 2023).

Learning Strategies Used by Students

The study found that students employed various learning strategies to maximize the benefits of Instagram quizzes. These strategies include:

1. Repetition and Memorization

Participants frequently revisited quizzes to reinforce their understanding of vocabulary and grammar rules. They found that repeated exposure to quiz questions helped solidify their knowledge.

Participant M1 explained:

"I take the quizzes multiple times until I get all the answers right. This helps me remember the vocabulary better."

2. Self-Assessment and Reflection

Participants used Instagram quizzes as a self-assessment tool to track their progress and identify areas needing improvement.

Participant M2 stated:

"After taking a quiz, I reflect on the mistakes I made and try to understand why I got them wrong. Then, I retake the quiz to check my improvement."

3. Note-Taking and Active Learning

Some participants combined Instagram quizzes with traditional learning strategies such as note-taking.

M1 shared:

"Whenever I come across a difficult word or grammar rule in a quiz, I write it down in my notebook and review it later."

These strategies align with established language learning techniques that emphasize active engagement and reinforcement for effective vocabulary and grammar acquisition (Faizah et al., 2022).

Perceived Effectiveness of Instagram Quizzes

The results indicate that Instagram quizzes are perceived as an effective learning tool for vocabulary and grammar. The key advantages identified **Instant Feedback**, Students receive immediate corrections, helping them understand and rectify errors quickly. Then **Increased Retention**, the repetitive nature of quizzes enhances long-term memory. Next is **Enhanced Motivation**, Gamification elements, such as point systems and leaderboard rankings, keep students motivated.

Participant M2 remarked:

"The instant feedback feature is what makes Instagram quizzes so useful. I can immediately see what I got wrong and learn from it."

The findings are consistent with previous research indicating that interactive digital tools contribute positively to student motivation and retention of language skills (Srivani et al., 2022).

Comparison with Traditional Learning Methods

When comparing Instagram quizzes with traditional learning methods, participants highlighted several key differences:

Feature	Instagram Quizzes	Traditional Methods
Engagement	High(interactive, gamified)	Low (text-based, passive)
Feedback	Immediate	Delayed
Accessibility	High (anytime, anywhere)	Restricted to classroom or textbooks
Motivation	Increased (game-like elements)	Often low

Participants noted that traditional methods, while still valuable, often lack the interactive and immediate nature that Instagram quizzes provide.

M1 stated:

"I find it easier to learn when I receive immediate feedback. With textbooks, I have to wait until a teacher explains my mistakes."

Challenges and Limitations of Instagram Quizzes

Despite their advantages, Instagram quizzes also present certain challenges, first is **Internet Dependence**, one major limitation is the reliance on a stable internet connection. Some participants experienced difficulties accessing quizzes due to network issues or data limitations.

M2 noted:

"Sometimes, I can't take quizzes because I run out of data or my internet connection is slow."

Second is **Screen Fatigue**, extended use of Instagram for learning purposes can lead to screen fatigue and reduced attention spans.

M1 remarked:

"If I use Instagram quizzes for too long, my eyes start to feel tired, and I lose concentration."

The third is **Over-Reliance on Digital Tools**, some participants expressed concerns about becoming overly dependent on digital tools, potentially neglecting traditional study methods such as reading and writing exercises.

M2 mentioned:

"While Instagram quizzes are great, I think it's still important to practice writing and reading from books."

The integration of digital technologies in education has significantly transformed learning methodologies, with social media playing a pivotal role in language acquisition. The rise of digital platforms such as Instagram has facilitated more interactive and informal learning experiences. Instagram is also effective tool to learn English such as in Maierová, (2024). Compared to traditional learning methods, social media allows learners to interact with real-world language applications and receive immediate feedback, which enhances their engagement and motivation.

Furthermore, the effectiveness of social media as a learning tool is attributed to its ability to foster collaborative learning such as in Blyth, (2015). This aspect is particularly beneficial for vocabulary and grammar acquisition, as students can reinforce their knowledge through collaborative exercises and feedback mechanisms.

In term of the effectiveness of Instagram, the findings of this study found that using Instagram quizzes exhibit improved vocabulary retention and a deeper understanding of grammatical structures. It is in line with the study by Seitenova et al., (2023). Furthermore, Zahra et al., (2022) highlighted that interactive quizzes allow learners to actively engage with the content, leading to better knowledge retention compared to passive learning approaches such as memorization. Additionally, the visual nature of Instagram quizzes, which often include images, videos, and animations, enhances comprehension by providing contextual cues for vocabulary and grammar usage.

Related to the strategy used by students found in this study, the use of repetition where students repeatedly engaged with quizzes until they mastered the content. This aligns with research by Prasetya & Raharjo, (2023), who noted that repetition is a fundamental technique for reinforcing language learning. For self-assessment, where students monitored their progress by tracking their quiz performance over time. It is in line with the research conducted by (Mahmud, 2022). The instant feedback provided by Instagram quizzes allowed learners to identify their weaknesses and focus on specific areas requiring improvement.

Furthermore, the effectiveness of Instagram quizzes in vocabulary and grammar learning can be assessed in comparison to traditional learning methods. While

textbooks and conventional exercises remain fundamental components of language education, they often lack the interactive elements that enhance engagement. It is in line with (Meirbekov et al., 2024) who said that the primary drawbacks of utilizing English language textbooks were their inflexible learning content and lack of learning tools, which discouraged curiosity and knowledge growth.

Furthermore, one major issue identified in this study is internet dependency, as consistent access to a stable internet connection is necessary for participation. This aligns with findings by Wang and Geale (2015), who noted that digital learning tools require reliable infrastructure to be effective. Moreover, educators should encourage students to use active learning techniques, such as discussing quiz answers in groups or creating their own quizzes. This approach aligns with the collaborative learning principles highlighted by Srivani et al., (2022). By incorporating these techniques, teachers can enhance students' critical thinking skills while maintaining engagement with the learning material. Furthermore, Ilmi et al., (2023) found that the English teacher should be aware of the importance of technology to achieve the learning goals.

CONCLUSION

This study has demonstrated the effectiveness of Instagram quizzes as a digital learning tool for improving students' vocabulary and grammar proficiency. The findings highlight that interactive and gamified learning experiences foster higher engagement, motivation, and retention compared to traditional methods. The study also identified key learning strategies, including repetition, self-assessment, and collaborative engagement, which enhance language acquisition. Despite the benefits, challenges such as internet dependency, screen fatigue, and potential superficial learning must be addressed to optimize the effectiveness of social media-based learning. The implications of this research extend to educators seeking to integrate digital tools into language instruction, emphasizing the importance of blending traditional and modern approaches. Furthermore, this study contributes to the growing body of research on digital learning methodologies and highlights the need for future investigations into long-term retention and comparative effectiveness with other gamified learning platforms. Expanding the scope of research to different linguistic competencies and diverse learner populations will provide a more comprehensive understanding of social media's role in education.

REFERENCES

- Agustin, R. W., & Ayu, M. (2021). *The Impact of Using Instagram for Increasing Vocabulary and Listening Skill*. 2(1), 1–7. <https://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/767>
- Auly, A. N., Cicik, T., Budiman, S., & Hawa, F. (2019). *The Effectiveness of Instagram Filter To Improve Students' Vocabulary*. 5(2), 132–141. <https://media.neliti.com/media/publications/422355-the-effectiveness-of-instagram-filter-to-2fd1a7b1.pdf>
- Blyth, A. (2015). Social media ethics in english language teaching. *Jalt Call Journal*, 11(2), 165–176. <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=84956665426&origin=inward>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology; In qualitative research in psychology. *Uwe Bristol*, 3(2), 77–101. <https://psychology.ukzn.ac.za/?mdocs-file=1176>
- D, A. E. P. (2019). *Instagram as an Education Platform for EFL Learners*. 18(3), 54–69.
- Faizah, I., Drajati, N. A., & Yunus, M. M. (2022). A Pre-Service Teacher Experiences of Creating Vocabulary Quizzes for EFL Adult Learners: the ACTIONS Model. *International Journal of Pedagogy and Teacher Education*, 6(1), 12. <https://doi.org/10.20961/ijpte.v6i1.56632>
- Ilmi, M., Drajati, N. A., & Putra, K. A. (2023). Linking the theory and practice: self-reflections on technology-integrated English grammar teaching. *Reflective Practice*, 24(2), 125–136. <https://doi.org/10.1080/14623943.2022.2146080>
- Mahmud, M. (2022). Students' Voices of the Use of Facebook and Instagram in Teaching English in the University Context. *International Journal of Language Education*, 6(2), 113–127. <https://doi.org/10.26858/ijole.v6i2.24757>
- Maierová, E. (2024). Instagram in Teaching English for Specific Academic Purposes. *Advanced Education*, 12(24), 75–91. <https://doi.org/10.20535/2410-8286.285461>
- Meirbekov, A., Nyshanova, S., Meirbekov, A., Kazykhankyzy, L., Burayeva, Z., & Abzhekenova, B. (2024). Digitisation of English language education: Instagram and TikTok online educational blogs and courses vs. traditional academic education. How to increase student motivation? *Education and Information Technologies*, 29(11), 13635–13662. <https://doi.org/10.1007/s10639-023-12396-y>
- 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. <https://doi.org/10.37249/jlllt.v3i1.708>
- Nesterenko, V. S., Vychuzhanina, E. V., & Milovanova, O. I. (2015). Global Language: Will the Sun Ever Set on the Empire of the English Language? *Procedia - Social and*

- Prasetya, R. E., & Raharjo, H. (2023). Journal of English Language Studies Enhancing English Language Writing Skills: An Evaluation of the Efficacy of Grammarly Application. *Journal of English Language Studies*, 8(2), 320–338. <https://jurnal.untirta.ac.id/index.php/JELS>
- Rasyiid, R. N., Maulina, M., ResueA^o, 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 SE-Articles), 133–146. <https://doi.org/10.30651/tell.v9i2.9482>
- Seitenova, S., Khassanova, I., Khabiyeva, D., Kazetova, A., Madenova, L., & Yerbolat, B. (2023). The Effect of STEM Practices on Teaching Speaking Skills in Language Lessons. *International Journal of Education in Mathematics, Science and Technology*, 11(2), 388–406. <https://doi.org/10.46328/ijemst.3060>
- Srivani, V., Hariharasudan, A., & Pandeewari, D. (2022). English Language Learning Using Education 4.0 in Karimnagar, India. *World Journal of English Language*, 12(2), 325–334. <https://doi.org/10.5430/wjel.v12n2p325>
- Sung, C. C. M. (2020). English as a lingua franca in the international university: language experiences and perceptions among international students in multilingual Hong Kong. *Language Culture and Curriculum*, 33(3), 258–273. <https://doi.org/10.1080/07908318.2019.1695814>
- Wang, C. C., & Geale, S. K. (2015). The power of story: Narrative inquiry as a methodology in nursing research. *International Journal of Nursing Sciences*, 2(2), 195–198. <https://doi.org/https://doi.org/10.1016/j.ijnss.2015.04.014>
- Wang, L. (2019). Research on the application of the mind map in english grammar teaching. *Theory and Practice in Language Studies*, 9(8), 990–995. <https://doi.org/10.17507/tpls.0908.15>
- Zahra, N. E. A., Dewanty, V. L., Jannah, A. O. R., Sari, A. A., Permana, R. M., & Rahayu, R. N. (2022). A Development of Instagram Filter as Japanese Language Learning Medium. *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)*, 595(Icollite), 504–509. <https://doi.org/10.2991/assehr.k.211119.078>
- Zubair Ul Islam. (2022). The Role of Social Media in Enhancing English Language Proficiency. *Journal of Language and Linguistics in Society*, 2(04 SE-Articles), 54–64. <https://doi.org/10.55529/jlls.24.54.64>