

**AN INVESTIGATION OF INSTAGRAM'S POTENTIAL AS  
SUPPLEMENTARY VOCABULARY LEARNING RESOURCES FOR EFL  
STUDENTS: A COMPARISON WITH FACEBOOK**

**SARJANA'S THESIS**

**AHMAD LUTHFI MUBARAK  
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2024**

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SUPPLEMENTARY VOCABULARY LEARNING RESOURCES FOR EFL  
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***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Fulfilment of  
the Requirements for Completing the Sarjana Pendidikan Program in  
English Language Education Study Program**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF LAMBUNG MANGKURAT**

**BANJARMASIN**


**2024**

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This is to certify that the *Sarjana's* Thesis Proposal of Ahmad Luthfi Mubarak Reg. Number 2010117210012 entitled “**An Investigation of Instagram’s Potential as Supplementary Vocabulary Learning Resources for EFL Students: A Comparison with Facebook**” has been approved by the advisor for oral examination.

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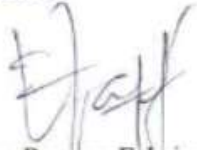
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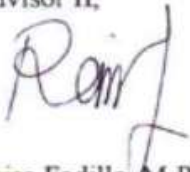
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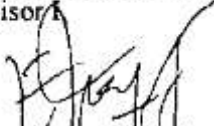
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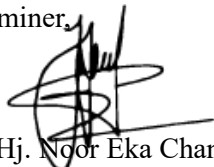
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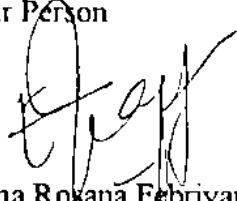
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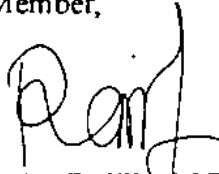
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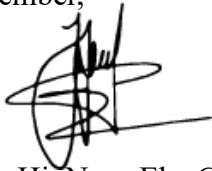
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## ABSTRACT

Mubarak, Ahmad Luthfi. 2024. *An Investigation of Instagram's Potential as a Supplementary Vocabulary Learning Resources for EFL Students: A Comparison with Facebook*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Emma Rosana Febriyanti, M.Pd., the second advisor: Raisa Fadilla, S.Pd., M.Pd.

Keywords: Instagram, supplementary learning, vocabulary acquisition, EFL students, social media.

This study explores the potential of Instagram as a supplementary vocabulary learning tool for English as a Foreign Language (EFL) students. With social media becoming increasingly integrated into daily life, the research examines how Instagram's visual and interactive nature can support vocabulary acquisition. A quasi-experimental design was used, involving eleventh-grade students from SMKN 1 Banjarmasin. Participants were divided into two groups: an experimental group using Instagram and a control group using Facebook. Both groups received vocabulary instruction embedded in writing lessons over four sessions.

Pre-tests and post-tests were administered to measure vocabulary gains. Statistical analysis showed that students in the Instagram group achieved higher post-test scores than those in the Facebook group, indicating greater vocabulary improvement. These findings suggest that Instagram offers promising benefits as a tool for enhancing vocabulary learning in EFL contexts and supports the integration of social media into language education.

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Writer

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