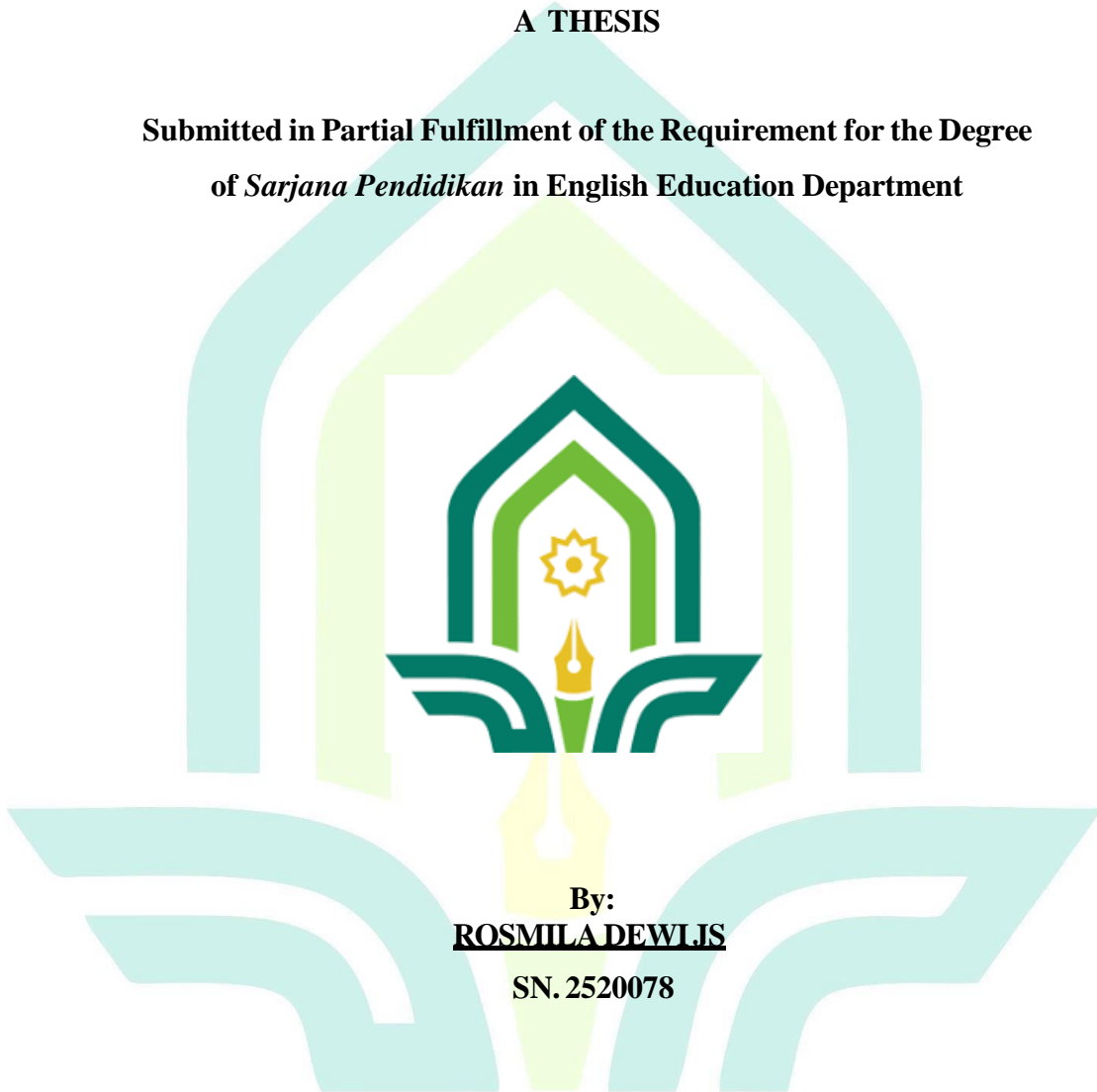


**INVESTIGATING INCIDENTAL LEARNING PROCESS TO  
DEVELOP EFL STUDENT'S VOCABULARY THROUGH  
INSTAGRAM CONTENT**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree  
of *Sarjana Pendidikan* in English Education Department**



**By:  
ROSMILA DEWLJS  
SN. 2520078**

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

**INVESTIGATING INCIDENTAL LEARNING PROCESS TO  
DEVELOP EFL STUDENT'S VOCABULARY THROUGH  
INSTAGRAM CONTENT**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree  
of *Sarjana Pendidikan* in English Education Department**



**By:**

**ROSMILA DEWLIS**

**SN. 2520078**

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

## LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya:

Nama : Rosmila Dewi Js  
NIM : 2520078  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“INVESTIGATING INCIDENTAL LEARNING PROCESS TO DEVELOP EFL STUDENT’S VOCABULARY THROUGH INSTAGRAM CONTENT”** adalah benar-benar karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 22 Oktober 2024

Yang menyatakan

  
  
**Rosmila Dewi Js**  
**NIM. 2520078**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN FAKULTAS  
TARBIYAH DAN ILMU KEGURUAN  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: fik.uinsgdur.ac.id email: fik@uinsgdur.ac.id

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN)  
K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : ROSMILA DEWI JS  
NIM : 2520078  
Judul : INVESTIGATING INCIDENTAL LEARNING PROCESS  
TO DEVELOP EFL STUDENT'S VOCABULARY  
THROUGH INSTAGRAM CONTENT

Has been examined and approved by the panel of examiners on Friday, 1st November 2024  
as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in  
English Education.

The Examiners,

Examiner I

RISKIANA, M.Pd.

NIP. 19760612 199903 2 001

Examiner II

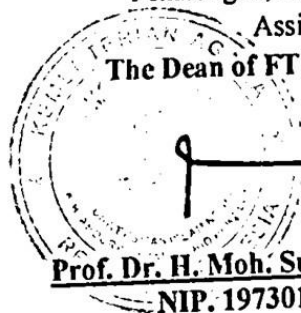
FACHRI ALI, M.Pd.

NIP. 19890101 202012 1 013

Pekalongan, 05<sup>th</sup> November 2024

Assigned by

The Dean of FTIK UIN Pekalongan



Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.

NIP. 19730112 200003 1 001

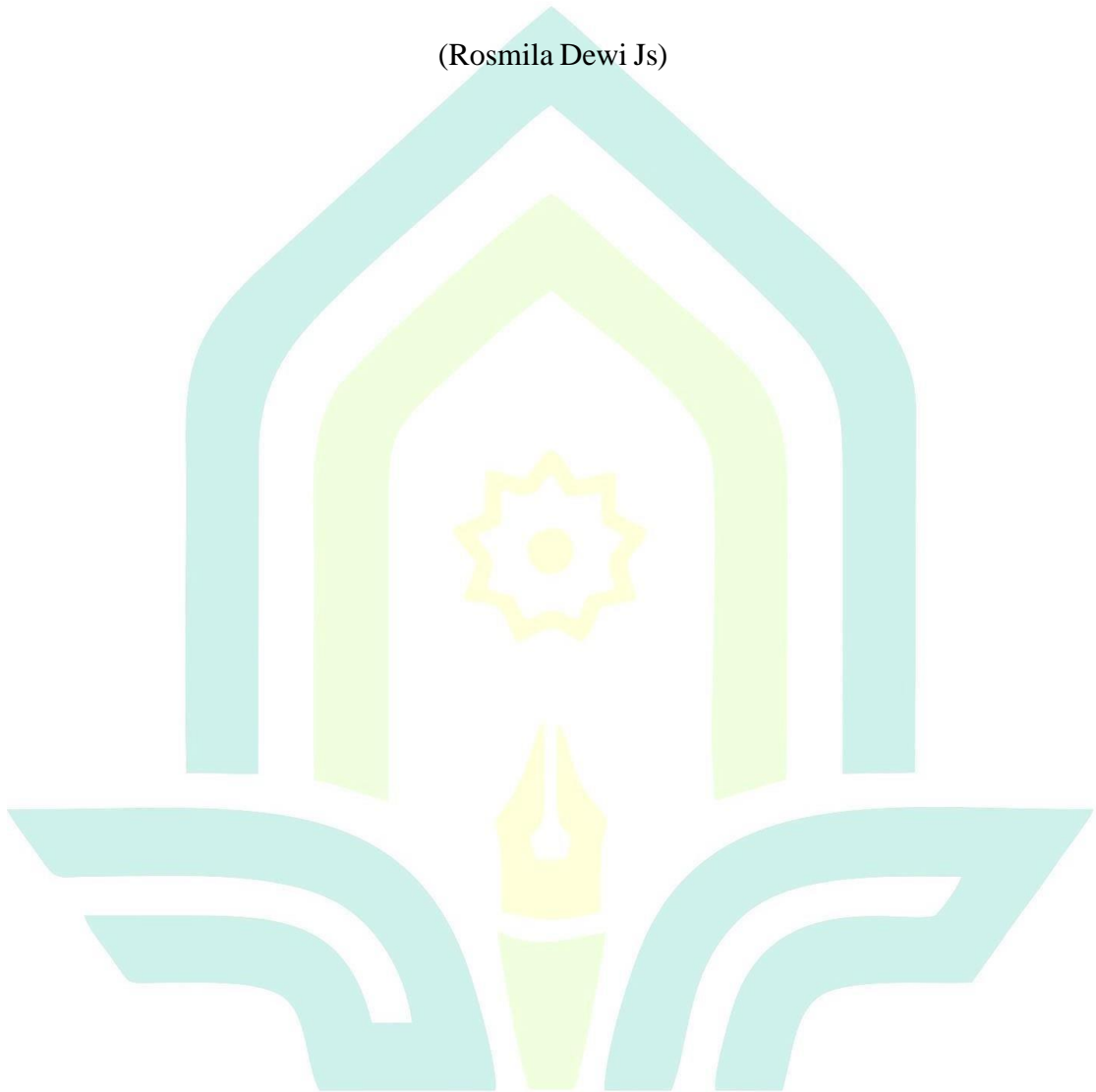
## **MOTTO**

*“Innallaha ma'ashobirin”*

(QS. Al-Baqarah/2:153)

*“Berusahalah menjadi manusia yang berguna di dunia maupun akhirat”*

(Rosmila Dewi Js)



## ACKNOWLEDGMENTS

Praises and gratefulness are sent to Allah SWT, the Almighty and Merciful God, for bestowing the writer with faith, health, and patience in writing this research proposal. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education. This thesis can be accomplished because of tremendous support from many people. Therefore, in this opportunity, I would like to express my sincere gratitude to:

1. The head of English Education Department and Teacher Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
2. Mrs. Nadia Faradhillah, M.A. as my supervisor who has been giving me suggestion, guidance and time in writing this research proposal.
3. All lecturers of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
4. My beloved parents, Mr. Joko Suro and Mrs. Iklimah, have given me endless support, prayers, guidance, and encouragement in writing this thesis, enabling me to complete it successfully.
5. My dearest friends, thank you to my best friends Badrot, Eryani, Dina, Syamrotul, Almas, Azka, Hanna, Novita, Ma'rifatul, Marela, and Ifatun, thank you for all the support, motivation, and friendship you are

source of inspiration and strength for me in completing this academic journey.

6. I am grateful to my beloved UKM Gemalawa, which has always been understanding and supportive throughout my studies at UIN K.H. Abdurrahman Wahid Pekalongan. To everyone who has helped me, I pray to Allah SWT that all their affairs in this dunya and the akheerat are made easier. Aameen.
7. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for all doing this hard work. I want to thank me for having nodays off. I want to thank me for never quitting. I want to thank me for always being a giver and try a give more than I receive.

Finally, the researcher would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

## **ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki proses pembelajaran insidental dalam pengembangan kosakata siswa EFL melalui konten Instagram. Dengan memanfaatkan teori pembelajaran insidental dari Kerka (2000), penelitian ini mengeksplorasi bagaimana konten berbahasa Inggris di Instagram dapat meningkatkan penguasaan kosakata mereka secara tidak langsung. Data dikumpulkan melalui wawancara semi-terstruktur dan refleksi diri dari tiga mahasiswa di Pekalongan yang aktif menggunakan Instagram. Hasil penelitian menunjukkan bahwa siswa mengalami pembelajaran kosakata insidental yang terindikasi melalui perubahan perilaku, perubahan sikap dan keyakinan, peningkatan kesadaran, serta pengembangan keterampilan pemecahan masalah dan adaptabilitas. Namun, siswa juga menghadapi tantangan, seperti gangguan dari konten yang lebih menarik, kosakata yang tidak dikenal, dan kesulitan mempertahankan motivasi. Temuan ini memberikan wawasan berharga tentang potensi Instagram sebagai alat pembelajaran bahasa Inggris dan tantangan yang dihadapi siswa, serta menyarankan perlunya penelitian lebih lanjut dalam bidang ini.

Kata kunci : pembelajaran insidental, kosa kata, Instagram.



## **ABSTRACT**

This study aims to investigate the incidental learning process in the vocabulary development of EFL students through Instagram content. Utilizing Kerka's (2000) incidental learning theory, the research explores how English-language content on Instagram can indirectly enhance their vocabulary mastery. Data were collected through semi-structured interviews and self-reflections from three university students in Pekalongan who actively used Instagram. The findings reveal that the students engaged incidental vocabulary learning, indicated by behavioral changes, shifts in attitudes and beliefs, increased awareness, and the development of problem-solving skills and adaptability. However, the students also faced challenges, such as distractions from more engaging content, unfamiliar vocabulary, and difficulties in maintaining motivation. These findings provide valuable insights into the potential of Instagram as a tool for English language learning and the challenges faced by students, as well as suggesting the need for further research in this area.

**Keywords:** incidental learning, vocabulary, Instagram.

## PREFACE

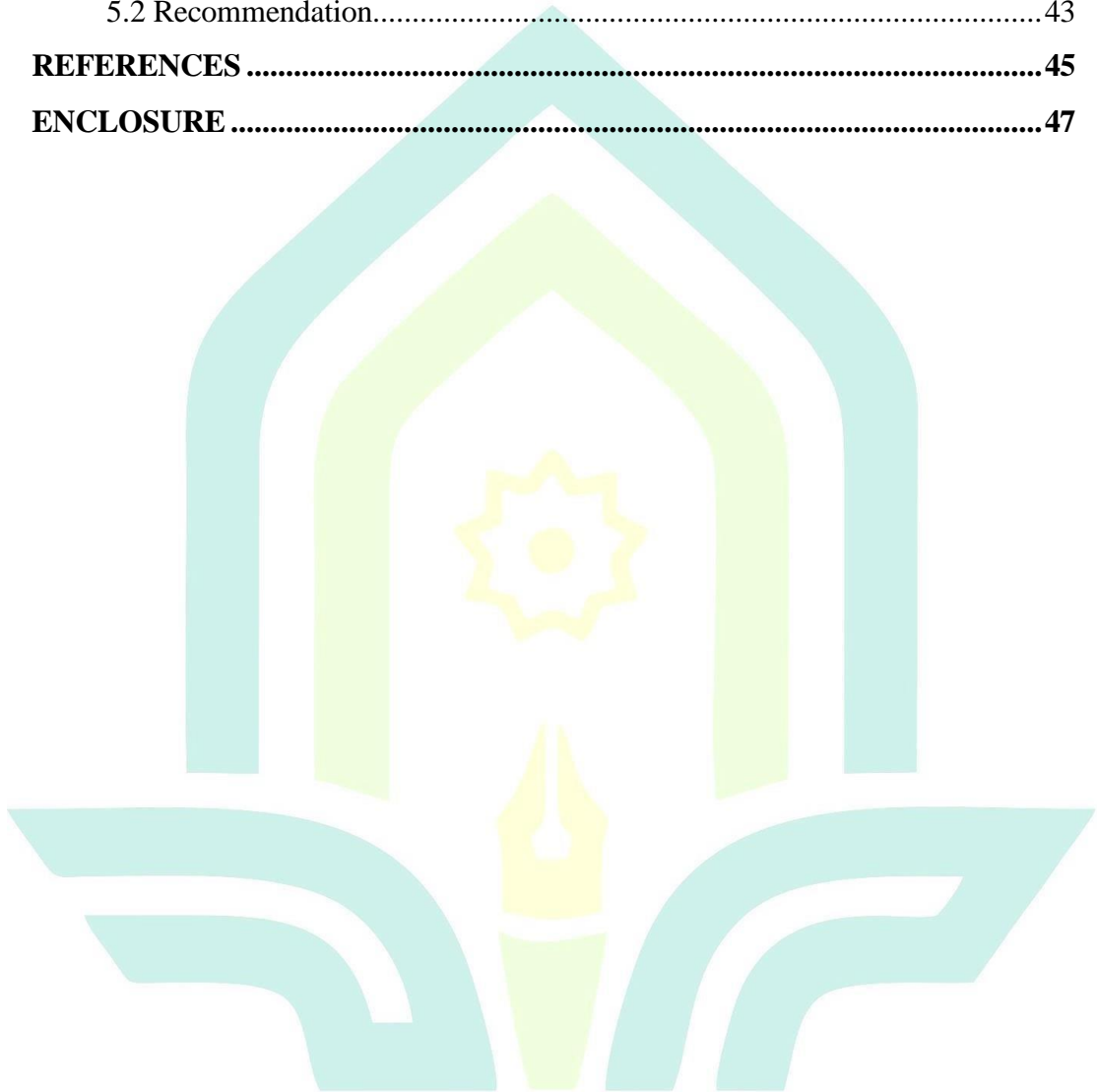
Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Investigating Incidental Learning Process To Develop EFL Student’s Vocabulary Through Instagram Content”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Nadia Faradhillah, M.A., my supervisor who has given me suggestions, guidance, and time in writing this thesis.
5. All lecturers and staff of English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.
6. My beloved parents who have given me endless support, prayer, encouragement, and advice in writing this thesis.

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>LEMBAR PERNYATAAN KEASLIAN SKRIPSI .....</b>	<b>ii</b>
<b>NOTA PEMBIMBING .....</b>	<b>iii</b>
<b>APPROVAL SHEET .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>ACKNOWLEDGMENT.....</b>	<b>vi</b>
<b>ABSTRAK.....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>PREFACE .....</b>	<b>x</b>
<b>TABLE OF CONTENT.....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of Study.....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem.....	3
1.4 Formulation of the Problem.....	4
1.5 Aims of the Study.....	4
1.7 Significance of the Research .....	4
<b>CHAPTER II THEORETICAL BACKGROUND.....</b>	<b>6</b>
2.1 Literature Review .....	6
2.2 Previous Studies .....	11
2.3 Conceptual Framework.....	14
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>16</b>
3.1 Research Design .....	16
3.2 Research Context .....	16
3.3 Research Setting and Participant.....	17
3.4 Data Collection .....	17
3.5 Data Validity.....	18
3.6 Data Analysis .....	19

<b>CHAPTER IV FINDING AND DISCUSSION</b> .....	<b>20</b>
4.1 Findings.....	20
4.2 Discussion .....	28
<b>CHAPTER V CONCLUSION</b> .....	<b>42</b>
5.1 Summary of the Findings.....	42
5.2 Recommendation.....	43
<b>REFERENCES</b> .....	<b>45</b>
<b>ENCLOSURE</b> .....	<b>47</b>



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Vocabulary is a collection of terms that can be understood and used by everyone in communication. According to Cameron (2001), vocabulary is one area of language knowledge that plays an important role in language learning for learners. This means that vocabulary is the most important and core aspect of foreign language learning. Therefore, vocabulary is defined as the collection of all words used to form new sentences that can be understood and used by everyone. Thus, good or diverse language skills are needed as a reference word in making a sentence that can be understood by everyone.

A person's language ability can be seen from their verbal activities and their vocabulary knowledge (Chen, 2012). If a person has a limited vocabulary, they are likely to make mistakes in pronunciation or sentence structure. Therefore, vocabulary knowledge is an important indicator of language proficiency, especially in English. This is why this study is important, the researcher will explore unintentional vocabulary learning through Instagram. Therefore, as second language learners still need to do self-directed activities to continue developing their vocabulary.

One of the self-directed learning methods to improve vocabulary is incidental learning, which can be done through digital platforms or

social media. Incidental learning is learning that happens without our realizing it while doing other activities (Kerka, 2000). Thus, it is unplanned or unintentional learning without involving a conscious intention to analyze language learning. Incidental learning occurs outside the proper teaching environment and occurs in the context of other activities or engagement. For example, learning through listening music, watching videos, reading quotes, or playing social media.

There are many media that can be used to develop vocabulary. One of them is by using social media, including Instagram. According to Carpenter, Morrison, Craft, and Lee (2020), Instagram has become a popular social media platform with features such as taking photos and applying different types of interesting filters. This platform has become a new medium for vocabulary learning because it is more interesting, especially for children and teenagers. Watching English content on Instagram means watching videos, reading captions, and listening to songs in the content.

It is important to conduct the study because the researcher will explore more about incidental learning vocabulary through Instagram content. With the above explanation, we can know that there is a possibility that EFL learners can learn vocabulary not only in the neighborhood but even outside of formal activities. Advances in technology can make it easier for students to accommodate time constraints and be more flexible in learning vocabulary through

Instagram content, and it is hoped that this can be used as a reference by teachers in the learning process.

## **1.2 Identification of the Problem**

In this age of globalization, almost all activities are related to technology. One of the most popular technologies is social media. Almost everyone of all ages has a social media account, as it provides entertainment as well as learning. One of the popular social media platforms is Instagram, which has many fans. It provides benefits such as access to the latest news, expanding social networks, and even opportunities for informal learning. Instagram can also be utilized as a tool for learning English through language settings and following English accounts. This is especially beneficial for students who are learning English as a second language, as they can learn vocabulary indirectly while enjoying their time on the platform. As a findings, they will inadvertently develop their English vocabulary through a natural learning engage.

## **1.3 Limitation of the Problem**

This research focuses on EFL students' at a university in Pekalongan. They use Instagram as a learning tool that unintentionally helps them improve their English vocabulary. The researcher aims to investigate more deeply the students' engagement in acquiring English vocabulary through the use of Instagram as an unplanned learning medium.

#### **1.4 Formulation of the Problem**

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

1. How does incidental learning process develop EFL students' English vocabulary through Instagram content?
2. What are the challenges in implementing incidental learning as a process of developing EFL students' English vocabulary through Instagram content?

#### **1.5 Aims of the Study**

The purpose of this study is to find out about:

1. To explore how the incidental learning process develops EFL students' English vocabulary through Instagram content.
2. To describe what are the challenges of learning as a process of developing EFL students' English vocabulary through Instagram content.

#### **1.6 Significance of the Study**

1. **Theoretical Significance:** This study applies Kerka's (2000), theory and supports the theory as it relates to student's engagement .
2. **Empirical Significance:** This study can be used as a reference in finding various media for teaching English, especially for acquiring vocabulary with an exciting and fun method for students



3. Practice Significance: This research can be considered a reference that can be applied in learning to build interesting and fun English learning by using the Instagram application.



## CHAPTER V

### CONCLUSION

This chapter summarizes the research findings and discussions regarding the role of English language content on Instagram in facilitating English vocabulary acquisition and the challenges faced by EFL learners at a university in Pekalongan when engaging with such content. The researcher also provides recommendations for readers, EFL learners, and future researchers.

#### 5.1 Summary of Finding

The findings reveal that Instagram's English content plays a significant role in assisting students with English vocabulary acquisition. However, EFL learners at a university in Pekalongan encounter certain challenges while engaging with English content on Instagram.

Based on the findings and discussion, the findings indicate that EFL learners engage in incidental vocabulary learning through English content on Instagram. This is consistent with Kerka (2020). The effects of incidental learning align with its indicators, such as behavioral changes, change in attitudes and beliefs, increased awareness, problem-solving skills, adaptability, and knowledge retention, as supported by Rossing's (1991).

EFL learners at a university in Pekalongan face various challenges, such as being distracted by more engaging content, encountering unfamiliar vocabulary, and struggling to maintain motivation. This is often due to a lack of vocabulary knowledge and the vast array of content

available on Instagram. However, each participant develops their own strategies to adapt and overcome these challenges, consistent with Rossing's (1991) theory of incidental learning indicators.

This study shows that EFL students can learn English vocabulary indirectly through Instagram. However, they face challenges such as being easily distracted and having difficulty understanding new vocabulary. Nevertheless, they develop strategies to overcome these challenges.

### **5.1 Recommendation**

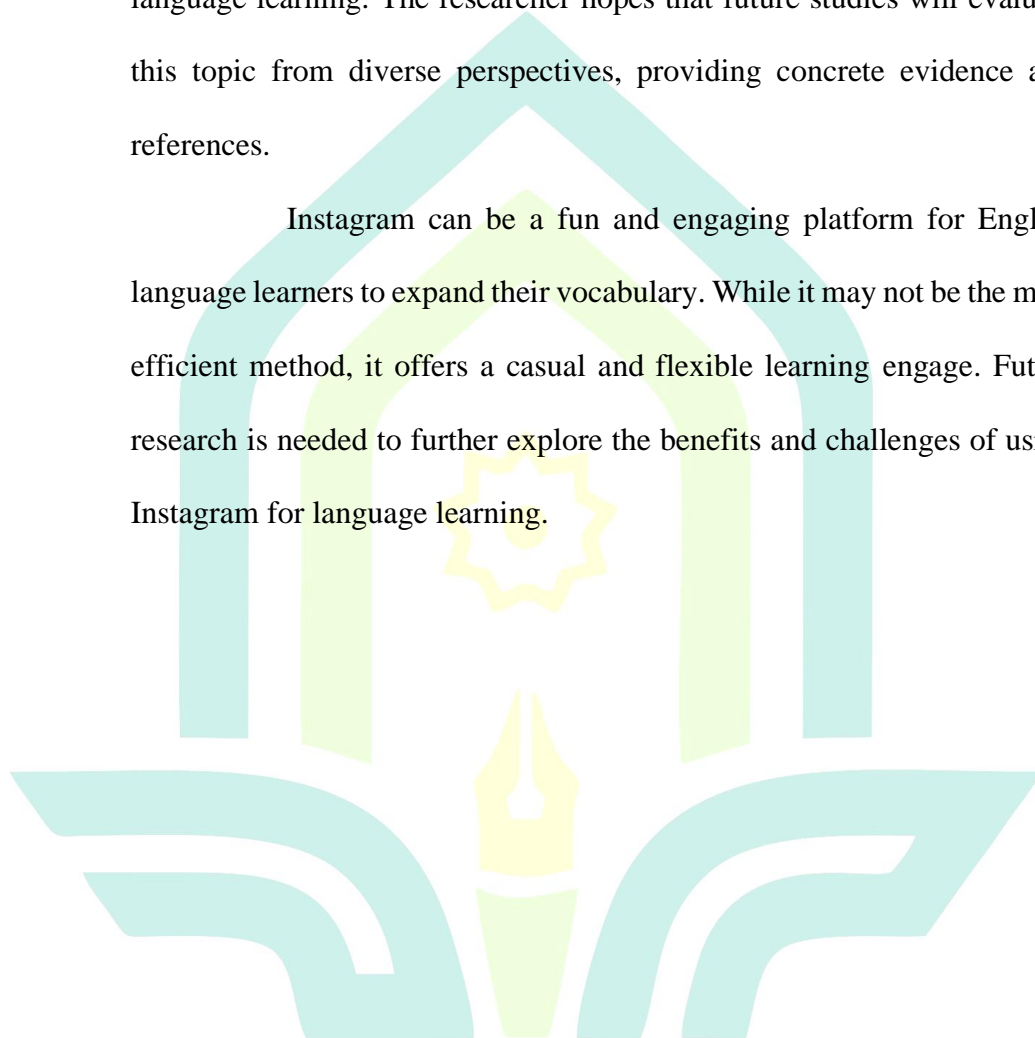
The researcher acknowledges the limitations of this study. This research solely focused on the role of English language content on Instagram in facilitating English vocabulary acquisition and the challenges faced by students when engaging with such content. In this section, the researcher is pleased to offer several recommendations.

While EFL learners may utilize Instagram's English content as a learning medium, the vocabulary gains might be incremental. Nonetheless, the platform's casual, flexible, and engaging nature renders it an enjoyable learning engage for EFL students. If you seek a fun and captivating approach to learning English, I strongly recommend exploring English content on Instagram. Instagram offers a rich, engaging, and relevant learning environment. By effectively leveraging this platform, learners can expand their vocabulary, develop comprehensive language skills, and enhance their learning motivation.

This research is anticipated to serve as a foundation for future

studies investigating the role of Instagram's English content in English vocabulary acquisition and the challenges faced by learners. Future researchers can delve deeper into the advantages and disadvantages of Instagram's English content as a potential future medium for English language learning. The researcher hopes that future studies will evaluate this topic from diverse perspectives, providing concrete evidence and references.

Instagram can be a fun and engaging platform for English language learners to expand their vocabulary. While it may not be the most efficient method, it offers a casual and flexible learning engage. Future research is needed to further explore the benefits and challenges of using Instagram for language learning.



## REFERENCES

- Alotaibi, M. S. (2023). Exploring the Impact of Using Instagram to Develop Saudi EFL Learners' Vocabulary. *Journal Corner of Education, Linguistics, and Literature*, 2(4), 280-294.
- Asllani, H., & Paçarizi, R. (2021). Enhancing second language incidental vocabulary learning through technology. *Journal of Educational and Social Research*, 11(4), 107-117.
- Bandura, A., (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*, Englewood Cliffs, NJ, Prentice-Hall.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge university press.
- Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and why are educators using Instagram?. *Teaching and teacher education*, 96, 103149. <https://doi.org/10.1016/j.tate.2020.103149>
- Chen, X., Ramirez, G., Luo, Y. C., Geva, E., & Ku, Y. M. (2012). Comparing vocabulary development in Spanish- and Chinese-speaking ELLs: The effects of metalinguistic and sociocultural factors. *Reading and Writing*, 25(8), 1991–2020. <https://doi.org/10.1007/s11145-011-9318-7>
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Gün, B. (2011). Quality self-reflection through reflection training. *ELT Journal*, 65(2), 126–135. <https://doi.org/10.1093/elt/ccq04>
- Hornby, A. S., & Cowie, A. P. (2005). *Oxford advanced learner's dictionary of current English*.
- Kaviani, M. (2022). The impact of instagram on learning english vocabulary among iranian Pre-intermediate EFL Learners. *Journal of Research in Techno-based Language Education*, 2(1), 15-24.
- Kerka, S. (2000). *Incidental Learning. Trends and issues alert No. 18*. Eric Publication.
- Lado, R. 2003. *Language teaching. A scientific approach*. Bombay-New Delhi: Tata McGraw-Hill Publishing Co.LTD.
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The reading teacher*, 62(5), 384-392.

- Penny Ur. A “Course in Language Teaching” (United kingdom: Cambridge Teacher Training and Development, 1996), p.60
- Puji Handayani, P. (2023). THE STUDENTS'PERCEPTION OF UTILIZE INSTAGRAM TOWARD VOCABULARY MASTERY AT SMK MUHAMMADIYAH 2 BANDAR LAMPUNG. *Perpustakaan UML*, 1-47.
- Rossing, B. E. (1991). Patterns of informal incidental learning: *Insights from community action. International Journal of Lifelong Education*, 10(1), 45–60. <https://doi.org/10.1080/0260137910100105>
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. [https://doi.org/10.1207/s15516709cog1202\\_4](https://doi.org/10.1207/s15516709cog1202_4).
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2012). *Motivasi dalam pendidikan: Teori, penelitian, dan aplikasi*. Jakarta: PT. Indeks.
- Sari, F. M., & Wahyudin, A. Y. (2019). *Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class*. *International Journal of Language Education*, 3(1), 64-73.
- Samsu. (2017). *Metode penelitian: teori dan aplikasi penelitian kualitatif, kuantitatif, mixed methods, serta research & development*. In Diterbitkan oleh: Pusat Studi Agama dan Kemasyarakatan (PUSAKA).
- Sugiyono, *METODE PENELITIAN KUANTITATIF, KUALITATIF, DAN R&D* (Bandung: ALFABETA, CV., 2013).
- Thurmond, V. A. (2001). The Point of Triangulation. *Journal of Nursing Scholarship*, 33(3), 253–258. <https://doi.org/10.1111/j.1547-5069.2001.00253.x>
- Vahdat, S., & Behbahani, A. R. (2013). The Effect of Video Games on Iranian EFL Learners' Vocabulary Learning. *The Reading Matrix* ©, 13(1)
- Wethington, E., & Mcdarby, M. L. (2016). Interview Methods (Structured, Semistructured, Unstructured). *The Encyclopedia of Adulthood and Aging*, 1– 5. <https://doi.org/10.1002/9781118528921.wbeaa318>
- Yin, R. K. (2009). *Case study research: Design and methods 4th edition*. In United States: Library of congress cataloguing-in-publication data.
- Zarei, N. A. F. I. S. E. H., & Rudravarapu, R. A. J. E. E. V. (2019). Using Instagram in English language learning. *Research Journal of English Language and Literature*, 7(2), 328-333.