

Instagram Reels as a Grammar Learning Tool for Second Semester English Education Students at Universitas Bhinneka PGRI

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Abstract

This research aims to develop and implement Instagram Reels-based learning media to enhance grammar learning among higher education students. The study using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to create media tailored to the needs of second-semester English Education students at Universitas Bhinneka PGRI. The developed product comprises a series of short, engaging Instagram Reels videos focusing on the topic of relative pronouns. These videos integrate text animation, visual illustrations, audio narration, and interactive elements to present grammar material concisely and creatively. Validation by material and media experts categorized the media as “worthy” with minor revisions, particularly regarding video speed and clarity. The practicality of the media was assessed using qualitative methods based on the Miles & Huberman (2014) framework and Nieveen (1999) practicality criteria: ease of use, minimal assistance required, and alignment with real learning conditions. Findings indicate the media is both valid and practical. Students found it easy to use, engaging, and supportive of independent learning. Furthermore, it aligns with students’ digital habits and increases motivation in grammar learning. The results suggest Instagram Reels can be an effective supplementary tool to traditional methods, making grammar learning more interactive, accessible, and enjoyable in the digital era.

Keywords: Development; Instagram Reels; Grammar

INTRODUCTION

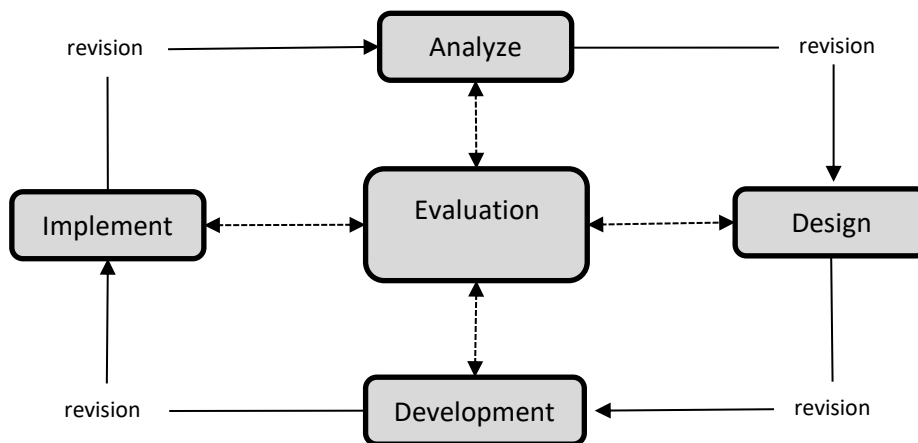
In the context of English as a Foreign Language (EFL) education in Indonesia, grammar instruction remains a fundamental yet challenging aspect for both educators and students. The mastery of grammar is essential to effective communication and a deeper understanding of the English language. However, many higher education students struggle with learning grammar due to the traditional, teacher-centered methods often used in classrooms, which frequently emphasize memorization and repetition rather than comprehension and application (Fitriyani et al., 2020). These conventional approaches can hinder student engagement, especially when not supported by interactive learning media tailored to the digital habits of today’s learners. Grammar serves as the structural foundation of language learning and encompasses a set of rules governing sentence formation and language use. Understanding grammar is not only critical to language accuracy but also enables learners to construct and interpret meaning effectively. Thornbury, (1999) defines grammar as the study of rules that explain the structure of sentences, which in turn aids learners in generating their own expressions. Moreover, grammar competence enhances learners' abilities across all language skills speaking, writing, listening, and reading thus underscoring its central role in language acquisition (Thornbury, 1999; Syafryadin, 2021). Despite its significance, grammar instruction in higher education still faces considerable barriers. According to (Kumayas & Lengkoan, 2023), lecturers often find that students enter university with insufficient grammar knowledge from secondary school. The

challenges are compounded by diverse student competencies, lack of instructional media, overcrowded classrooms, and inadequate facilities. These conditions call for innovative pedagogical solutions that can enhance student motivation, autonomy, and comprehension. Recent advances in technology have reshaped educational practices, particularly through the use of social media. Platforms such as Instagram, TikTok, and YouTube offer opportunities for integrating interactive, student-centered content that aligns with learners' digital preferences. The use of multimedia videos, animations, and interactive tools has been proven to increase student engagement and facilitate deeper learning (Kamelia, 2019; Sorohiti & Aini, 2021). Specifically, Instagram Reels, which allows users to create and share short, engaging videos, presents a unique opportunity to deliver grammar instruction in a format that resonates with students' online behavior. Social media in education promotes collaboration, peer learning, and a sense of community. According to Hamid (2020), modern learners utilize social media not only to communicate but also to share experiences, transfer knowledge, and support one another's learning processes. In educational contexts, this fosters increased motivation, participation, and access to diverse resources, all of which are essential for grammar learning, which often requires repeated exposure and contextual understanding (Purwanto et al., 2023; Zam Zam Al Arif, 2019). Although some studies have explored the use of video and social media in English instruction, few have focused on the development and practical application of Instagram Reels for teaching grammar in higher education. For example, Phan and Dubien (2022) highlighted that video-based instruction enhances grammar learning by providing authentic, contextualized input. Similarly, Perdani et al. (2022) demonstrated that video-based grammar instruction improved students' comprehension and retention. However, these studies did not specifically investigate Instagram Reels or focus on media development. Hence, a research gap remains in the design, validation, and implementation of Reels-based instructional media for grammar education. To address this gap, the present research aims to develop, validate, and evaluate the use of Instagram Reels as an instructional medium for teaching grammar specifically relative pronouns to second-semester English Education students at Universitas Bhinneka PGRI. Through a Research and Development (R&D) framework utilizing the ADDIE model, the study seeks to create media that is not only pedagogically effective but also practical and relevant to students' everyday digital environments. The research is grounded in the assumption that integrating familiar social media platforms into the learning process can significantly enhance student engagement, understanding, and motivation (Fadhilillah et al., 2024; Rokhim et al., 2022).

METHOD

This research employed a Research and Development (R&D) approach using the ADDIE model comprising of Analysis, Design, Development, Implementation, and Evaluation as a systematic instructional design framework. This method was chosen for its clarity, iterative refinement, and suitability for digital media development (Branch, 2009).

Figure 1. ADDIE Model Development



Analysis

At this stage, the researcher conducted preliminary observations and interviews with second semester English Education students at Universitas Bhinneka PGRI. These students, typically aged 18–19, had previously received basic grammar instruction in their first semester, but still experienced difficulty applying grammar concepts effectively in learning process. The goal was to identify existing problems in the learning of grammar. Results indicated that the learning process was overly lecture-based, with limited media such as PowerPoint or PDF files. The observations also revealed that students preferred more practical, technology-integrated learning tools that matched their digital habits. This aligns with Kumayas & Lengkoan, (2023), who found that lack of grammar media contributes to low student motivation. Therefore, it is important to developed innovative and accessible media to enhance the learning process.

Design

The next stage involved designing Reels content. The researcher created a content blueprint comprising five short videos (60–90 seconds) about relative pronouns, which combined visual text, narration, and animation. Canva was selected as the primary design platform due to its ease of use and extensive range of educational templates. Each video followed a consistent structure: an opening hook, a main explanation, and a closing summary (Fadhilillah et al., 2024).

Development

In this stage, the designed content was developed into final products. Using Canva Pro and a laptop, the Reels were edited, finalized, and uploaded to Instagram.

Table 1. Development Process of Instagram Reels Grammar Media

No	Stage	Description
1	Software Selection	Canva used for editing, Instagram as a distribution platform
2	Content Creation	Reels designed to explain “relative pronouns” visually
3	Expert Validation	Conducted by a material expert and media expert
4	Revision	Revisions made based on expert suggestions (e.g., reduce video speed)

Validation was conducted by Yulia Nugrahini, M.Pd. (materials expert), and Nia Roistika, M.Pd. (media expert). Feedback focused on content clarity and pacing. Reels were revised accordingly.

Implementation

A total of 24 second-semester students tested Instagram Reels-based media. After viewing the videos independently, six students were selected for semi-structured interviews. The purpose of this stage was to observe how the students interacted with the media and whether it improved their understanding of grammar. The study's results showed that the students felt comfortable using Reels independently, in line with Nieveen, (1999) practicality indicators.

Evaluation

Data were analyzed using Miles and Huberman's, (2014) qualitative model, which involves data reduction, data display, and conclusion drawing. The media was deemed practical based on:

- a. Ease of use
- b. Minimal support needed
- c. Compatibility with students' real classroom conditions

Table 2. Summary of Practicality Indicators (Nieveen, 1999)

Indicator	Description
Ease of Use	Media was accessed easily and intuitively
Minimal Support Needed	Students understood content without requiring teacher explanation
Suitability	Media aligned with students' habits, engaging, and effective

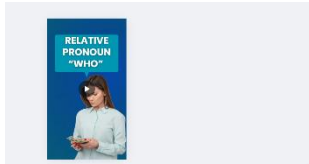
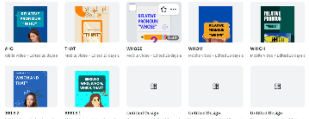
RESULTS AND DISCUSSION

Results

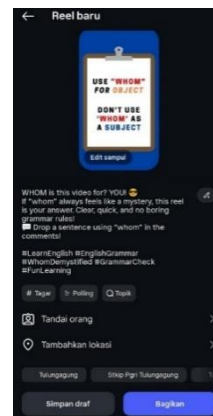
1. Product Development Result

The Instagram Reels-based learning media was developed using the ADDIE model, consisting of five phases: Analysis, Design, Development, Implementation, and Evaluation. The media is in the form of short Reels videos (40–60 seconds) that explain relative pronouns using animated texts, illustrations, and audio narration to enhance understanding and engagement for second-semester students.

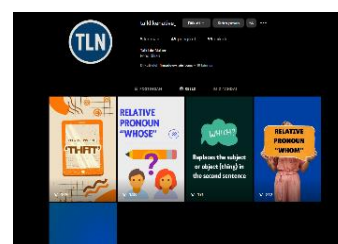
Table 3. Stages of Instagram Reels Product Development.

No	Stage	Description	Picture
1	Planning	Drafting grammar scripts focusing on relative pronouns.	
2	Design	Creating visual elements using Canva (text animation, icons, illustrations).	

- 3 Video Editing Combining visuals and narration into short Reels videos.



- 4 Distribution Publishing videos on the Instagram account "Talkliknative".



2. Expert Validation

Material Expert Validation

Validation was conducted by Yulia Nugrahini, M.Pd, focusing on material accuracy, clarity, and relevance to higher education learners. The results indicated the media was "worthy" for use in classroom settings.

Table 4. Material Validation Results

Questions	Answer
Is the material flow logical and understandable?	Yes
Is the content suitable for university-level students?	Yes
Are the examples relevant to students' academic context?	Yes
Are there any grammatical errors?	No
Does the media help students understand the material better?	Yes
How interesting is the material for student motivation?	Quite interesting

Media Expert Validation

Media validation was performed by Nia Roistika, M.Pd, evaluating visual aspects, video speed, design, and usability.

Table 5. Media Validation Results

Questions	Answer
Does the visual design (color, layout, animation) support learning?	Yes, but transitions too fast
Is the media accessible and user-friendly?	Yes
Are video elements (audio, image, editing) of consistent quality?	Yes
Is the media interactive and capable of maintaining student focus?	Yes
Is the platform compatible with students' digital habits?	Yes

Note: The video speed was revised based on expert suggestions for better clarity.

3. Product Trial and Analysis

A product trial was conducted with six second-semester English education students. Data were collected through semi-structured interviews and analyzed using the Miles and Huberman (2014) framework, focusing on practicality indicators by Nieveen, (1999):

- (1) Ease of use, (2) Minimal assistance needed, and (3) Suitability to real learning conditions.

Summary of Findings:

a. Ease of Use

Students found the Reels videos easy to access and understand.

"I can watch them anytime and replay them if I don't understand." – (D)

"The videos are short and clear, and they give examples, which helps me understand." – (BT)

b. Minimal Support Required

The media enabled independent learning without teacher intervention.

"I learn grammar more easily with Reels than from books." – (I)

"I can learn on my own, and I don't need someone to explain again." – (BT).

c. Relevance to Real Learning Conditions

Students felt more motivated and engaged because of the digital, fun nature of Reels.

"Instagram Reels are fun and not boring." – (N)

"It's a good way to learn in a modern way, especially in this digital era." – (A)

These findings indicate the media fulfilled all three practicality indicators and was considered engaging, effective, and aligned with students' digital routines.

Discussion

This study aimed to develop Instagram Reels-based media for teaching grammar to second-semester students of the English Education Program at Bhinneka PGRI University. The development followed the ADDIE model (Branch, 2009), which systematically guides the creation of instructional materials through five stages: Analysis, Design, Development, Implementation, and Evaluation. During the analysis phase, interviews revealed that grammar instruction was still dominated by traditional methods (e.g., lectures and static presentations), resulting in low student motivation. This aligns with findings by Kumayas & Lengkoan (2023), who emphasized that grammar instruction in universities often lacks innovation and fails to meet students' needs. To overcome this, the media was designed in the form of short Instagram Reels visually engaging, concise, and digitally relevant. This supports the findings of Phan & Dubien (2022) and Sorohiti & Aini (2021), who stated that short videos enhance understanding and maintain students' focus. Furthermore, Fadhlillah et al. (2024) asserted that creatively presented social media content increases student motivation, which is consistent with the purpose of using Reels in this research.

The validation phase involved experts in material and media. Yulia Nugrahini, M.Pd confirmed the Reels contained logical, error-free grammar content suited for higher education students. Nia Roistika, M.Pd assessed that the videos were technically sound, visually supportive, and aligned with students' digital behaviors although she recommended slowing the video speed, which was later revised accordingly.

In terms of practicality, the results from interviews with students showed that Instagram Reels met the criteria proposed by Nieveen, (1999):

- (a) Ease of use: students found the videos accessible and understandable;
- (b) Minimal support needed: students could study independently;
- (c) Relevance to learning conditions: the media suited their digital habits and learning preferences.

These findings confirm that Reels not only improve grammar comprehension but also offer a fun and autonomous learning experience. Similar to Perdani et al. (2022) and Indriana et al. (2023), this study found that short video-based instruction significantly boosts grammar understanding and engagement. In conclusion, the Instagram Reels-based media developed in this study is valid, practical, and aligned with the digital learning needs of students in higher education. It bridges the gap between traditional grammar instruction and modern, engaging media making grammar more accessible and enjoyable.

CONCLUSION

This research aimed to address the lack of engaging, accessible, and effective grammar instructional media in higher education by developing Instagram Reels-based learning videos through the ADDIE model. The findings show that the product met practicality standards, supported autonomous learning, and aligned with students' digital habits, thus achieving the initial research objectives. The use of Instagram Reels not only facilitated independent grammar learning but also increased learner motivation through its familiar, visual, and mobile-accessible format. The results validate the assumption proposed in the introduction: that integrating social media, particularly short-form video platforms, can enrich grammar learning in EFL contexts. The study successfully demonstrated how digital-native learners respond positively to educational content delivered via platforms they use daily. Moreover, the product fulfilled the research gap in existing literature by providing a validated, contextually appropriate, and accessible grammar learning medium for university students. The novelty of this research lies in its focused development and trial of Reels specifically for relative pronouns, supported by expert validation and user-based data analysis. Unlike previous studies that only explored multimedia in general, this study offered a structured model for implementing Instagram-based grammar instruction in higher education. The practical implications are far-reaching, especially for lecturers seeking to integrate microlearning into their pedagogical practices. Looking forward, this research opens up potential for broader application of social media in other areas of language instruction, such as vocabulary acquisition or speaking fluency. Future researchers are encouraged to test this model on a larger sample, across different grammar topics, or integrate it with classroom assessment strategies. Overall, this study contributes to the ongoing evolution of instructional design by showing that educational content can be both academically rigorous and digitally adaptive.

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