



A SOCIOLINGUISTIC STUDY OF ENGLISH SLANG USAGE ON INSTAGRAM AMONG EFL STUDENTS

Trissa Aliya¹, Akhmad Haqiqi Ma'mun²

^{1,2}Universitas Muhammadiyah Prof. Dr. Hamka

E-mail: trissaaliya@gmail.com, akhmad_haqiqi@uhamka.ac.id

Accepted :

29 June 2026

Published :

10 July 2026

Corresponding Author:

Trissa Aliya

Email Corresponding :

trissaaliya@gmail.com

ABSTRACT

The increasing use of social media has significantly influenced language variation, particularly through the emergence and widespread use of English slang in digital communication. This study aimed to investigate the types of English slang used on Instagram, analyze the meanings of slang expressions, and explore EFL students' perceptions of English slang usage on Instagram. The study employed a qualitative descriptive design involving five EFL students from several Indonesian universities who were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis proposed by Braun and Clarke (2006). The findings revealed that two major categories of slang were frequently used on Instagram, namely Acronym/Initialism (e.g., LOL, OMG, IDK, TBH, FOMO, and GOAT) and Creative Internet Slang (e.g., SLAY, ATE, LOWKEY, DELULU, and RIZZ). The results also showed that participants generally learned and understood slang meanings through contextual exposure, repeated encounters on social media, and online resources. Furthermore, the participants perceived English slang as a useful tool for expressing emotions, building social connections, and participating in digital culture. Exposure to English slang on Instagram was also considered beneficial for English language learning, particularly in expanding vocabulary, understanding authentic language use, improving communicative competence, and developing awareness of the distinction between formal and informal English. The findings suggest that Instagram serves as an important source of authentic language input and contributes to EFL students' language development in contemporary digital environments.

Keywords: *English Slang, Instagram, EFL Students, Sociolinguistics, Digital Communication*

1. INTRODUCTION

Language is a dynamic and evolving system that continuously adapts to social, cultural, and technological changes. Rather than remaining static, language develops in response to the communicative needs of its users and the contexts in which communication occurs. The rapid advancement of digital technology has significantly influenced language practices, particularly through the widespread use of social media platforms (Sudana et al., 2023; Nguyen & Habók, 2022; Pelangi et al., 2025).

Digital communication environments have transformed the ways individuals interact, allowing new linguistic forms and expressions to emerge and spread rapidly among users (Wiwin et al., 2022; Widyanthi & Wulandari, 2025; Arti Halai, 2023). According to Androutsopoulos (2015), online social networks facilitate innovative language practices and contribute to the development of networked multilingualism, where language users creatively adapt linguistic resources to suit digital interactions.

Social media has become an essential part of everyday communication, especially among younger generations (Neves, 2022; Mubarak et al., 2024; Lukmantoro et al., 2019). Platforms such as Instagram provide users with opportunities to share experiences, opinions, and identities through various interactive features, including captions, comments, stories, and direct messages. Although Instagram is primarily designed as a visual-based platform, written language remains fundamental in facilitating communication and social interaction (Alshammari, 2021; Solikhah et al., 2020; Ihsan & Maisaroh, 2023). Through these textual elements, users construct meanings, express emotions, and negotiate social relationships within digital communities. Tagg (2015) argues that digital communication environments create unique linguistic practices that reflect the social and technological characteristics of online interaction.

Among the various linguistic phenomena found on social media, the use of slang has gained considerable attention from researchers. Slang refers to informal language expressions that are commonly used within specific social groups and often deviate from standard language norms. These expressions are typically characterized by creativity, brevity, and context-dependent meanings. Slang functions not only as a communication tool but also as a marker of group identity and social belonging (Tanhar et al., 2022). In digital communication, slang allows users to express themselves in ways that are more casual, expressive, and aligned with contemporary cultural trends (M Sholeh, 2023; Prayudha, 2023; Rakha, 2023). Nuraeni et al. (2022) explain that slang on Instagram appears in various forms, including abbreviations, acronyms, clipped words, and newly created expressions that reflect users' linguistic creativity.

The increasing use of slang on social media reflects broader processes of language variation and change. Previous studies have

demonstrated that online communication encourages the adoption of informal language forms that differ from traditional written language conventions. Tagliamonte and Denis (2018), in their study of digital communication among adolescents, found that online interactions promote innovative linguistic practices rather than causing linguistic decline. Similarly, research conducted by Pitrianti and Maryani (2023) revealed that Instagram users frequently employ slang expressions to create a relaxed atmosphere and strengthen social relationships. Furthermore, Indra and Marhamah (2024) found that slang usage on Instagram reflects contemporary social trends and serves as a means of expressing personal identity in online communities.

Recent studies continue to demonstrate the significance of slang in social media communication. Firah Madani et al. (2025) found that teenagers actively use slang on Instagram as part of their everyday interactions, with many expressions carrying meanings that are strongly influenced by social and cultural contexts. Likewise, Ika et al. (2024) emphasized that language variation in social media contributes to the emergence and dissemination of slang expressions among young users. These findings indicate that Instagram has become an important space for observing contemporary language variation and linguistic innovation.

From a sociolinguistic perspective, the study of slang is important because it provides insights into how language reflects social identities, group affiliations, and cultural developments. Social media platforms offer researchers opportunities to examine authentic language use in naturally occurring communication contexts. The analysis of slang on Instagram can therefore contribute to a deeper understanding of language variation in digital environments and the role of technology in shaping contemporary communication practices.

The relevance of this topic becomes even more significant in the context of

A SOCIOLINGUISTIC STUDY OF ENGLISH SLANG USAGE ON INSTAGRAM AMONG EFL STUDENTS

Vol 9, No 2 (2026): ESTEEM

English as a Foreign Language (EFL). Exposure to authentic language use is widely recognized as an important factor in language acquisition and communicative competence development. Richards (2015) states that language learners often benefit from encountering real-life language beyond formal classroom settings. Similarly, Benson (2017) argues that language learning extends beyond classroom boundaries, with learners increasingly accessing authentic language resources through digital technologies and online communities. Social media platforms provide learners with opportunities to interact with real-world language, including informal expressions that are rarely presented in traditional instructional materials.

Moreover, digital environments have been shown to contribute positively to language learning outcomes. Sundqvist and Sylvén (2014) found that language-related computer use and online engagement can enhance learners' vocabulary acquisition, pragmatic awareness, and overall language proficiency. Through Instagram, EFL learners are frequently exposed to slang expressions used by native and proficient English speakers, enabling them to develop a more comprehensive understanding of authentic communication practices. However, the informal and context-dependent nature of slang often presents challenges for learners who are more familiar with standard English forms taught in educational settings.

Despite the growing body of research on slang and social media, many previous studies have focused on platforms such as Facebook, Twitter, and YouTube. Given Instagram's increasing popularity and influence, there remains a need for further investigation into the forms and meanings of slang used on this platform, particularly from the perspective of EFL learners. Understanding how EFL students perceive and interpret slang can provide valuable insights into the relationship between informal digital communication and language learning.

Therefore, this study aims to investigate the use of English slang on Instagram among EFL students from a sociolinguistic perspective. Specifically, the study seeks to identify the types of slang used on Instagram, analyze the meanings of slang expressions found in captions and comments, and explore EFL students' perceptions regarding the use of English slang in digital communication. By examining these aspects, the study is expected to contribute to sociolinguistic research on language variation in online environments and provide insights into the role of social media in contemporary English language learning.

2. METHODS

This study employed a qualitative research approach to explore and understand the social meanings embedded in the use of English slang on Instagram among English as a Foreign Language (EFL) students. Qualitative research is appropriate when researchers seek to investigate participants' experiences, perceptions, and interpretations within a specific social context (Sugiyono, 2021; Tisdell et al., 2025; Patton, 2020). According to Creswell and Creswell (2018), qualitative research focuses on understanding the meanings individuals or groups ascribe to social or human problems and emphasizes the importance of interpreting phenomena from the participants' perspectives. In the context of this study, the qualitative approach enabled the researcher to examine how EFL students perceive, interpret, and utilize English slang in their Instagram interactions.

This study adopted a descriptive qualitative design. Descriptive qualitative research aims to provide a comprehensive summary of events and experiences as expressed by participants in their natural settings. Neuman (2019) explains that qualitative description is particularly suitable for studies that seek straightforward descriptions of phenomena and everyday language use without imposing extensive

**A SOCIOLINGUISTIC STUDY OF ENGLISH SLANG USAGE ON INSTAGRAM
AMONG EFL STUDENTS**

theoretical interpretations. Therefore, this method was considered appropriate for describing the forms, meanings, and functions of English slang used by EFL students on Instagram. Through this approach, the researcher was able to investigate authentic language practices occurring in digital communication and analyze them from a sociolinguistic perspective.

a. Research Setting and Participants

This research was conducted from November 2025 to May 2026, while the primary data collection was carried out in May 2026. The participants consisted of five EFL learners who were undergraduate students enrolled in several Indonesian universities, namely Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA), Universitas Padjadjaran (UNPAD), Universitas Gadjah Mada (UGM), and Universitas Negeri Jakarta (UNJ).

The participants were selected through purposive sampling. Creswell and Creswell (2018) state that purposive sampling allows researchers to intentionally select individuals who possess specific characteristics relevant to the research objectives and can provide rich information regarding the phenomenon under investigation. In this study, participants were selected based on the following criteria: (1) they were EFL learners, (2) active Instagram users, (3) regularly exposed to English-language content on social media, and (4) familiar with English slang used in digital communication.

All participants were eighth-semester university students. The selection of five participants was considered adequate because qualitative research prioritizes depth and richness of information rather than large sample sizes. Creswell and Creswell (2018) emphasize that qualitative studies seek detailed understanding from information-rich participants rather than statistical generalization. Therefore, the selected participants were expected to provide

comprehensive insights into the use of English slang on Instagram and its relevance to English language learning.

Table 3.1 Participants' Profile

No	Participant Code	University	Semester	Role
1	P1	UGM	8	EFL Student
2	P2	UNPAD	8	EFL Student
3	P3	UNPAD	8	EFL Student
4	P4	UNJ	8	EFL Student
5	P5	UHAMKA	8	EFL Student

b. Research Procedure

The research was conducted through several systematic stages. The first stage involved participant selection using purposive sampling. Participants who met the predetermined criteria were identified and invited to participate in the study.

The second stage involved data collection through semi-structured interviews. Semi-structured interviews were selected because they provide flexibility for participants to share their experiences and perspectives while allowing the researcher to focus on specific research objectives (Creswell & Creswell, 2018). During the interviews, participants were asked about their experiences with English slang on Instagram, including the types of slang they frequently encounter or use, their understanding of slang meanings, the contexts in which slang is employed, and their perceptions of its influence on English language learning. Participants were also encouraged to provide examples of slang expressions commonly found in their Instagram interactions.

The final stage involved data analysis. The interview recordings were transcribed verbatim and organized systematically. The data were then analyzed using thematic analysis as proposed by Braun and Clarke (2019). Thematic analysis was

employed to identify recurring patterns and themes within the data. The identified themes were subsequently interpreted from a sociolinguistic perspective to explain how English slang functions in Instagram communication among EFL students and how it contributes to their language-learning experiences.

c. Data Collection Technique

Data were collected through interviews and limited observation of participants' descriptions regarding their interactions with English slang on Instagram. Interviews served as the primary source of data because they allowed the researcher to gain detailed information about participants' experiences and perceptions.

Semi-structured interviews were utilized because they balance structure and flexibility, enabling participants to elaborate on their responses while ensuring that all research objectives are addressed (Kvale, 2021). The interview questions focused on several aspects, including: (1) the types of English slang encountered or used on Instagram, (2) participants' understanding of slang meanings, (3) contexts in which slang is used, (4) reasons for using slang, and (5) perceptions regarding the influence of slang on English language learning.

Each interview was conducted individually and audio-recorded with the participants' consent. The recordings were subsequently transcribed to facilitate detailed analysis (Susanto et al., 2023; Mauliddiyah, 2021). This technique enabled the researcher to obtain rich and contextualized information regarding participants' experiences with English slang in digital communication environments.

d. Data Analysis

The data obtained from the interviews were analyzed using thematic analysis developed by Braun and Clarke (2019). Thematic analysis is a widely used qualitative method for identifying, organizing, and interpreting meaningful patterns within

qualitative data. Braun and Clarke (2019) propose six stages of thematic analysis: (1) familiarizing oneself with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

The analysis began with the transcription of interview recordings and repeated reading of the transcripts to develop familiarity with the data. The researcher then generated initial codes by identifying relevant statements and recurring ideas related to the research questions. Following the coding process, similar codes were grouped into broader categories and themes.

Several major themes emerged from the data, including the types of slang used on Instagram, the meanings of slang expressions, the contexts of slang usage, identity expression and group solidarity, and the influence of slang on English language learning. These themes were reviewed and refined to ensure coherence and consistency with the participants' experiences. Finally, the findings were interpreted using a sociolinguistic framework to explain how English slang functions as a form of language variation in digital communication and how it contributes to EFL learners' exposure to authentic English beyond the classroom environment. As Benson (2017) argues, language learning increasingly occurs outside formal educational settings through engagement with authentic language resources available in digital environments. Similarly, Sundqvist and Sylvén (2014) emphasize that online language-related activities contribute significantly to vocabulary development and communicative competence among EFL learners.

3. RESULTS AND DISCUSSION

A. Findings

This section presents the findings obtained from semi-structured interviews with five EFL students who actively use Instagram and are familiar with English slang

Vol 9, No 2 (2026): ESTEEM

in digital communication. The findings are organized based on the research questions: (1) the types of slang used on Instagram, (2) the meanings of slang expressions used on Instagram, and (3) EFL students' perceptions of English slang usage on Instagram.

1) Types of Slang Used on Instagram

The first research question aimed to identify the types of English slang frequently encountered and used by EFL students on Instagram. Analysis of the interview data revealed two dominant categories of slang, namely Acronym/Initialism and Creative Internet Slang.

Table 4.1 Types of English Slang Used on Instagram

Type of Slang	Examples	Frequency
Acronym/Initialism	LOL, OMG, BTW, IDK, TBH, NGL, FR, FOMO, FYI, GOAT	10
Creative Internet Slang	SLAY, ATE, LOWKEY, HIGHKEY, IT'S GIVING, CAP, DELULU, RIZZ, ACE	9

The findings indicate that acronym-based slang appeared slightly more frequently than creative internet slang. Participants reported that these expressions are commonly encountered in captions, comments, reels, memes, stories, and direct messages.

Table 4.2 Distribution of Slang Expressions by Participant

Participant	Acronym/Initialism	Creative Internet Slang
P1	FOMO, FYI, GOAT	SLAY, ACE
P2	IDK, NGL, TBH, LOL	ATE, IT'S GIVING, LOWKEY, HIGHKEY, SLAY
P3	LOL, OMG, BTW	SLAY, GOAT
P4	LOL, OMG	CAP, LOWKEY,

		ATE
P5	FR	DELULU, RIZZ

The data suggest that EFL students are highly exposed to contemporary digital slang through Instagram. Acronyms are generally used for efficiency and brevity, while creative internet slang is used to express emotions, evaluations, admiration, humor, and personal identity.

2) Meanings of Slang Used on Instagram

The second research question focused on how EFL students interpret the meanings of English slang expressions encountered on Instagram.

Table 4.3 Participants' Interpretation of Slang Meanings

Participant	Interpretation of Slang
P1	Slang makes communication more expressive and exciting.
P2	Slang helps express emotions, compliments, and reactions creatively.
P3	Slang makes communication casual and enjoyable.
P4	Slang creates more relatable and engaging interactions.
P5	Slang functions as a shortcut to communicate ideas and feelings efficiently.

The findings reveal that all participants viewed slang as a form of informal language that enhances communication. Participants frequently associated slang with emotional expression, humor, admiration, and social interaction.

Table 4.4 Strategies Used to Understand Slang Meanings

Strategy	Number of Participants
----------	------------------------

Vol 9, No 2 (2026): ESTEEM

Understanding through context	5
Repeated exposure on Instagram	5
Searching through Google	3
Using TikTok explanations	2
Using Urban Dictionary	1
Reading comment sections	2

The data indicate that contextual understanding was the primary strategy used by participants. All participants reported learning slang naturally through repeated exposure rather than formal instruction.

3) *EFL Students' Perceptions of English Slang Usage on Instagram*

The third research question explored students' perceptions of English slang use on Instagram.

Analysis generated three major themes:

1. Contexts of Slang Usage
2. Identity Expression and Social Interaction
3. Influence on English Language Learning

Theme 1: Contexts of Slang Usage

Table 4.5 Contexts of Slang Usage on Instagram

Context	Participants
Commenting on friends' posts	P1, P3, P4, P5
Instagram Stories	P2, P5
Direct Messages (DM)	P1, P5
Reacting to memes and reels	P1, P2, P3, P4
Writing captions	P2, P4

The findings show that slang is primarily used in informal situations. None of the participants reported using slang in academic or professional communication.

Theme 2: Identity Expression and Social Interaction

Table 4.6 Reasons for Using English Slang

Reason	Participants
Faster communication	P1, P5
Expressing emotions naturally	P2, P3, P4
Following online trends	P2, P3, P4
Feeling connected to internet culture	P1, P2
Creating relatable interactions	P2, P3, P5

Participants explained that slang enables them to communicate efficiently while simultaneously expressing personal identity and belonging to online communities.

Theme 3: Influence on English Language Learning

Table 4.7 Perceived Benefits of English Slang for EFL Learning

Benefit	Participants
Learning new vocabulary	P1, P2, P3, P4, P5
Understanding informal English	P1, P2, P3, P4, P5
Exposure to authentic language	P1, P2, P3, P4
Understanding internet culture	P2, P3
Improving communicative competence	P2, P4, P5
Distinguishing formal and informal English	P1, P2, P3

Vol 9, No 2 (2026): ESTEEM

The findings indicate that participants generally perceived slang exposure positively. Instagram was viewed as an important source of authentic English input that complements classroom learning.

Discussion

The findings demonstrate that English slang plays a significant role in the digital communication practices of EFL students. Consistent with Nuraeni et al. (2022), the participants frequently used both acronym-based slang and creative internet slang, reflecting the influence of contemporary social media culture.

The dominance of acronym expressions such as LOL, OMG, IDK, and TBH supports the findings of Tagliamonte and Denis (2018), who argued that digital communication encourages linguistic innovation and efficiency rather than language deterioration. These forms allow users to communicate quickly while maintaining social engagement.

The findings also reveal that slang meanings are largely acquired through contextual learning. This supports Pitrianti and Maryani (2023), who emphasized that understanding slang requires awareness of social and cultural contexts. Participants reported relying heavily on repeated exposure, social media interactions, and online resources rather than formal language instruction.

Furthermore, the results highlight the educational value of social media for EFL learners. Participants viewed Instagram as a source of authentic language exposure that helped them develop vocabulary knowledge, communicative competence, and awareness of contemporary English usage. This finding aligns with Benson (2017), who argues that language learning increasingly occurs beyond the classroom, and with Sundqvist and Sylvén (2014), who found that digital environments contribute positively to language acquisition.

Overall, the findings suggest that English slang on Instagram functions not only as a linguistic phenomenon but also as a social and educational resource that supports EFL students' engagement with authentic English in contemporary digital contexts.

4. CONCLUSION

This study investigated the use of English slang on Instagram among EFL students from a sociolinguistic perspective. The findings revealed that the participants frequently encountered and used two main categories of slang, namely Acronym/Initialism and Creative Internet Slang, which were commonly found in captions, comments, stories, reels, and direct messages on Instagram. The study also found that the meanings of slang expressions were largely understood through contextual interpretation, repeated exposure, and engagement with online communities rather than through formal language instruction. Furthermore, the participants perceived English slang positively, as it enabled them to communicate more efficiently, express emotions and identities more naturally, and strengthen their connections with digital culture and online communities. The findings further demonstrated that exposure to English slang on Instagram contributed to vocabulary development, increased awareness of authentic English usage, improved communicative competence, and enhanced understanding of the differences between formal and informal language use. These findings imply that social media platforms such as Instagram can function as valuable informal learning environments that complement classroom-based English instruction by providing authentic language input and opportunities for meaningful language exposure. However, this study was limited to five EFL students from several Indonesian universities and focused exclusively on Instagram. Therefore, future research is recommended to involve a larger and more diverse group of participants, incorporate additional social media platforms such as TikTok, X (Twitter), or YouTube,

Vol 9, No 2 (2026): ESTEEM

and employ mixed-methods or longitudinal designs to examine the long-term influence of digital slang exposure on English language acquisition and communicative competence among EFL learners.

5. REFERENCES

- Alshammari, L. (2021). The effect of using Instagram on EFL learners' vocabulary development. *International Journal of English Language Education*, 9(3), 145–157.
- Androutsopoulos, J. (2015). Networked multilingualism: Some language practices on Facebook and their implications. *International Journal of Bilingualism*, 19(2), 185–205. <https://doi.org/10.1177/1367006913489198>
- Benson, P. (2017). Language learning beyond the classroom: Access all areas. *Studies in Self-Access Learning Journal*, 8(2), 135–146. <http://sisaljournal.org/archives/jun17/benson>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Firah Madani, N., Hafisyah, S. R., et al. (2025). The use of slang among teenagers in interactions on Instagram social media: A semantic analysis. *The Future of Education Journal*, 4.
- Halai, A. (2023). *Digital communication etiquette: Navigating professional interactions in the digital age*. [https://www.artihalai.com/digital-](https://www.artihalai.com/digital-communication-etiquette-navigating-professional-interactions-in-the-digital-age/)
- communication-etiquette-navigating-professional-interactions-in-the-digital-age/
- Ihsan, I., & Maisaroh, M. (2023). Teknik bahasa persuasif pada produk iklan kosmetik Ms Glow di Instagram dalam perspektif ekonomi Islam. *Journal of Economic and Islamic Research*, 2(1), 1–22. <https://doi.org/10.62730/journalofeconomicandislamicresearch.v2i1.68>
- Indra, I., & Marhamah, M. (2024). An analysis of slang words used in social media (Instagram). *RETORIKA: Jurnal Ilmu Bahasa*, 10(1), 347–352. <https://doi.org/10.55637/jr.10.1.9710.347-352>
- Ika, A., Fitri, R., Hasan, A., Ramadhanti, A. I., Amilia, F., & Suaedi, H. (2024). Variasi bahasa dalam bahasa gaul di media sosial. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(2).
- Kvale, S. (2021). *Doing interviews*. Sage Publications.
- Lukmantoro, T., Nugroho, H., & B. (2019). Propaganda model in the age of social media. *KnE Social Sciences*, 419–437. <https://doi.org/10.18502/kss.v3i20.4952>
- Mauliddiyah, N. L. (2021). *Metode pengumpulan data dan instrumen penelitian* (Bachelor's thesis, UIN Alauddin Makassar). <https://doi.org/10.31219/osf.io/svu73>
- Mubarok, Y., Sudana, D., Yanti, D., Sugiyo, S., Aisyah, A. D., & Af'idah, A. N. (2024). Abusive comments (hate speech) on Indonesian social media: A forensic linguistics approach. *Theory and Practice in Language Studies*, 14(5), 1440–1452. <https://doi.org/10.17507/tpls.1405.16>
- Neuman, W. L. (2019). *Social research methods: Qualitative and quantitative approaches* (7th ed.).

- Pearson.
- Neuman, W. L. (2019). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
- Neves, J. (2022). Project-based learning for the development of social transformative competence in socially engaged translators. *The Interpreter and Translator Trainer*, 16(4), 465–483. <https://doi.org/10.1080/1750399X.2022.2084258>
- Nguyen, L. A. T., & Habók, A. (2022). Digital literacy of EFL students: An empirical study in Vietnamese universities. *Libri*, 72(1), 53–66. <https://doi.org/10.1515/libri-2020-0165>
- Nuraeni, N., et al. (2022). Variations of language slang on Instagram social media. *Jurnal Ilmiah Indonesia*, 7(7).
- Patton, M. Q. (2020). *Qualitative research & evaluation methods: Integrating theory and practice* (5th ed.). Sage Publications.
- Pelanggi, Y. A., Fatkurochman, H., & Nuraini, K. (2025). Game-based learning using Wordwall to improve students' vocabulary in the EFL classroom. *English Franca: Academic Journal of English Language and Education*, 9(2), 359–372. <https://doi.org/10.29240/ef.v9i2.14849>
- Pitrianti, S., & Maryani, S. (2023). Analisis bahasa slang di media sosial Instagram. *Jurnal Ilmiah Semantika*, 5(1), 9–16.
- Prayudha, J. (2023). Students' problems in implementing technology integrated in ELT classroom. *Journal of English Education Program*, 4(2), 125–137. <https://doi.org/10.26418/jeep.v4i2.64583>
- Rakha, N. (2023). Revolution in learning through digitization: How technology is changing the landscape of education. *International Journal of Cyber Law*, 1(3), 1–16. <https://doi.org/10.59022/ijcl.38>
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4<334::AID-NUR9>3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4<334::AID-NUR9>3.0.CO;2-G)
- Solikhah, I. Z., Janah, N. M., & Sidik, M. (2020). Kesalahan berbahasa tataran semantik dalam unggahan Instagram @kominfodiy. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(2), 33–42. <https://doi.org/10.31000/lgrm.v9i2.2896>
- Sudana, P. A. P., Santosa, M. H., Ratminingsih, N. M., Padmadewi, N. N., Adnyani, L. P. S., & Artini, L. P. (2023). Pre-service teachers' perception of digital literacy. *Journal of Education Technology*, 7(4). <https://doi.org/10.23887/jet.v7i4>
- Sugiyono. (2021). *Metode penelitian kualitatif dan metode penelitian kuantitatif* (A. Rachman & H. Purnomo, Eds.). CV Saba Jaya Publisher.
- Sundqvist, P., & Sylvén, L. K. (2014). Language-related computer use: Focus on young L2 English learners in Sweden. *ReCALL*, 26(1), 3–20. <https://doi.org/10.1017/S0958344013000232>
- Susanto, D., Risnita, R., & Jailani, M. S. (2023). Teknik pemeriksaan keabsahan data dalam penelitian ilmiah. *Jurnal QOSIM: Jurnal Pendidikan Sosial & Humaniora*, 1(1), 53–61. <https://doi.org/10.61104/jq.v1i1.60>

Vol 9, No 2 (2026): ESTEEM

- Tagg, C. (2015). *Exploring digital communication: Language in action*. Routledge.
- Tagliamonte, S. A., & Denis, D. (2008). Linguistic ruin? LOL! Instant messaging and teen language. *American Speech*, 83(1), 3–34. <https://doi.org/10.1215/00031283-2018-001>
- Tanhar, F. S., Umar, F. A., & Idul, R. (2022). Variasi bahasa pada masyarakat multikultural di Desa Tolabit Kecamatan Kao Barat, Ternate. *Reduplikasi: Jurnal Penelitian Pendidikan Bahasa Indonesia*, 2(1), 60–75.
- Tisdell, E. J., Merriam, S. B., & Struckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation* (5th ed.). John Wiley & Sons.
- Widayanthi, D. G. C., & Wulandari, C. I. A. S. (2025). *Communication ethics: Etika komunikasi modern di era digital*. Deepublish.
- Wiwin, D., Utami, U. W., & Taris, T. (2022). Digital media and its implication in promoting students' autonomous learning. *JET (Journal of English Teaching)*, 8(1), 97–106. <https://doi.org/10.33541/jet.v8i1.3284>