STUDENTS' PERCEPTIONS OF USING INSTAGRAM GAMESHOW REELS IN GRAMMAR LEARNING AT SMA NEGERI 3 MARTAPURA

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Abstract

This study aimed to investigate students' perceptions of using Instagram Gameshow Reels in grammar learning among the eleventh-grade students of SMA Negeri 3 Martapura. The study employed a descriptive quantitative research design. The participants were 99 students selected through proportionate random sampling from a population of 131 students. The research instrument was a questionnaire adapted from the Technology Acceptance Model (TAM), consisting of three indicators: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI). The data were analyzed using descriptive statistics by calculating the mean score and percentage of each item, the mean score of each indicator, and the grand mean. The findings revealed that students had positive perceptions of using Instagram Gameshow Reels in grammar learning, with an overall grand mean score of 3.09. The mean score for Perceived Usefulness was 3.12, Perceived Ease of Use was 3.11, while Behavioral Intention obtained a mean score of 3.02. These findings indicate that the students perceived Instagram Gameshow Reels as useful, easy to use, and worthy of continued use in grammar learning. In conclusion, Instagram Gameshow Reels can be considered an engaging and effective alternative learning medium for supporting grammar instruction at the senior high school level.

Keywords: students' perceptions, Instagram Gameshow Reels, grammar learning, descriptive quantitative research.

Introduction

English is the most widely spoken language in the world, with more than 1.5 billion speakers (Ethnologue, 2025), which highlights its importance as a means of international communication, including in Indonesian education. One of the key components in mastering English is grammar. According to the Cambridge Dictionary, grammar refers to the system of rules that regulates the structure, inflection, and combination of words to produce grammatically correct and meaningful sentences. Recent studies emphasize that grammar plays a central role in language learning as it helps learners develop coherence and clarity in communication (Normawati & Nugrahaeni, 2024; Arif et al., 2024), and Larsen-Freeman (2015) states that grammar should be viewed as a dynamic resource that integrates form, meaning, and use.

Despite its importance, grammar is often considered one of the most difficult aspects of learning English for Indonesian EFL students. Studies report that EFL learners often perceive grammar as a difficult aspect of language learning, which reduces students' motivation and participation (Komara & Tiarsiwi, 2021; Ajaj, 2022), particularly when it is taught through traditional, memorization-based methods and is not presented in interactive and contextualized ways (Hwang et al., 2020). Therefore, more innovative and engaging approaches are needed to help students learn grammar more actively.

Digital technology has transformed the way grammar learning is conducted, allowing students to construct knowledge through active participation and interaction with multimedia content, in line with social constructivist theory (Vygotsky, 1978). The thoughtful integration of instructional media, whether digital or non-digital, has also been shown to support more active, student-centered engagement in language classrooms, as teachers who purposefully combine media with interactive tasks such as discussion and hands-on activities tend to sustain stronger student participation than those who rely on media alone (Anggeraini et al., 2026). Social media platforms such as Instagram are highly popular among teenagers and have been shown to support informal learning (Alghamdi, 2022), offering flexible, interactive, and collaborative learning environments (Tess, 2013; Al-Ali, 2014). Instagram Reels can further be designed as gamified content; gamification refers to the use of game design elements in non-game contexts to enhance engagement (Deterding et al., 2011) and has been shown to improve motivation and learning outcomes (Hamari et al., 2014). Gameshow-style Reels allow students to answer questions and receive immediate feedback, which can enhance understanding, reduce learning anxiety, and increase confidence (Sailer & Homner, 2020; Amnouychokanant, 2025).

Students' perceptions are an important aspect to consider when evaluating an educational innovation, as they reflect learners' cognitive engagement and willingness to participate (Mayer, 2021), while the Technology Acceptance Model (TAM) explains that users' perceptions of usefulness and ease of use shape their acceptance and continued use of technology (Davis, 1989). Since 2023, coinciding with the implementation of Kurikulum Merdeka, the English teacher at SMA Negeri 3 Martapura has used Instagram Gameshow Reels as a medium for teaching grammar tenses, at first only in Class XI.A and later expanded to all grade XI classes, yet no formal study has examined how students perceive this medium. Previous studies have reported generally positive perceptions toward educational technology (Melati, 2024) and

Instagram Reels for language learning (Syarfi et al., 2025), but in different contexts and skills. Based on this gap,

the present study was conducted to describe eleventh-grade students' perceptions of using Instagram Gameshow Reels in grammar learning at SMA Negeri 3 Martapura, focusing on their perceived usefulness, perceived ease of use, and behavioral intention toward this medium.

This study is expected to contribute both theoretically and practically. Theoretically, it extends the application of the Technology Acceptance Model to a specific and relatively underexplored form of instructional media, namely gameshow-style short videos delivered through a social media platform, in the context of grammar-tenses learning at the senior high school level. Practically, the findings are expected to provide English teachers with empirical evidence regarding students' perceptions of Instagram Gameshow Reels, which can serve as a consideration in deciding whether and how to integrate similar gamified social media content into grammar instruction, as well as to provide a reference for future researchers interested in examining technology acceptance in language learning contexts.

Methodology

This study employed a descriptive quantitative method. According to Creswell (2018), quantitative research is an approach for testing objective theories by examining the relationship among variables using numerical data and statistical analysis, while descriptive research aims to describe a phenomenon systematically and accurately without manipulating variables. This method was considered appropriate because the study aimed to obtain numerical data regarding eleventh-grade students' perceptions of using Instagram Gameshow Reels in grammar learning at SMA Negeri 3 Martapura through a questionnaire.

The population of this study consisted of four classes of eleventh-grade students at SMA Negeri 3 Martapura who had learned grammar using Instagram Gameshow Reels in 2026, totaling 131 students, as presented in Table 1.

Table 1.
The Population of the Research

No	Class	Number of Students
1	XI.A	32
2	XI.B	33
3	XI.C	34
4	XI.D	32
Total		131

The sample was determined using Slovin's formula with a 5% margin of error, resulting in a total sample of 99 students out of 131 population, selected through proportionate random sampling so that the number of samples from each class was proportional to the total students in that class, as shown in Table 2. This research was conducted at SMA Negeri 3 Martapura, located in Martapura District, East Ogan Komering Ulu Regency, South Sumatra.

Table 2.
The Sample of the Research

No	Class	Number of

		Students
1	XI.A	24
2	XI.B	25
3	XI.C	26
4	XI.D	24
Total		99

Data were collected using a questionnaire adapted from the Technology Acceptance Model (TAM) developed by Davis, as presented in Sarangapani and Hashim (2022). The questionnaire consisted of 16 statements representing three constructs: Perceived Usefulness (PU, items 1-6), Perceived Ease of Use (PEOU, items 7-12), and Behavioral Intention (BI, items 13-16). Students indicated their level of agreement using a four-point Likert scale, as presented in Table 3. The instrument's content validity was examined through expert judgment by two validators covering the relevance of the items to the indicators and the clarity of the language.

Table 3.
Likert Scale

Scale	Category
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

The questionnaire data were analyzed using descriptive quantitative analysis by calculating the mean score and percentage of each item, the mean score of each TAM indicator, and the grand mean of the three indicators. The mean scores were then interpreted using the classification presented in Table 4.

Table 4.
Mean Score Interpretation

Mean Score Range	Interpretation
3.26 - 4.00	Very positive
2.51 - 3.25	Positive
1.76 - 2.50	Negative
1.00 - 1.75	Very negative

Students' perceptions refer to the eleventh-grade students' responses toward the use of Instagram Gameshow Reels in grammar learning, measured through the three TAM constructs. Instagram Gameshow Reels refer to short video content presented through Instagram Reels in the form of quiz-based or gameshow-style activities for grammar-tenses learning, combining short explanations, grammar questions, challenges, and interactive elements. Perceived Usefulness refers to students' belief that the Reels feature helps them understand grammar tenses; Perceived Ease of Use refers to students' belief that the Reels feature is easy to use; and Behavioral Intention refers to students' desire to continue using the Reels feature as a learning medium in the future.

This research was carried out in several stages. First, the researcher observed the classroom implementation of Instagram Gameshow Reels and coordinated with the English teacher to determine an appropriate time to distribute the questionnaire. Second, the questionnaire was

distributed to the selected sample of 99 students after they had experienced grammar learning through Instagram Gameshow Reels, so that their responses reflected genuine learning experiences rather than assumptions. Third, the completed questionnaires were checked for completeness, tabulated, and analyzed descriptively by calculating the frequency, percentage, and mean score of each item, each indicator, and the overall grand mean, which were then interpreted using the classification presented in Table 4.

Finding and Interpretation

This study was conducted at SMA Negeri 3 Martapura involving 99 eleventh-grade students. Data were obtained from a questionnaire representing three constructs of the Technology Acceptance Model (TAM), namely Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention, and were analyzed by calculating the frequency, percentage, and mean score of students' responses.

Students' Overall Perceptions

Table 5.
Result of Students' Perceptions

No	Students' Perceptions	Frequency	Percentage	Mean
1	Very Negative	4	4.04%	1.67
2	Negative	8	8.08%	2.11
3	Positive	52	52.53%	3.13
4	Very Positive	35	35.35%	3.27
Total		99	100%	3.09

From 99 respondents, 52 students (52.53%) had a positive perception and 35 students (35.35%) had a very positive perception, so that 87 students (87.88%) fell into the positive-to-very-positive range, while only 12 students (12.12%) expressed negative or very negative perceptions. The overall mean score of 3.09 falls within the positive category, indicating that students generally considered Instagram Gameshow Reels beneficial, easy to use, and capable of encouraging their willingness to engage in grammar learning.

Perceived Usefulness Indicator

Table 6.
Result of the Perceived Usefulness Indicator

No	Students' Perceptions	Frequency	Percentage	Mean
1	Very Negative	5	5.05%	1.53
2	Negative	5	5.05%	2.10
3	Positive	50	50.51%	3.04
4	Very Positive	39	39.39%	3.55
Total		99	100%	3.12

Among the six items of this indicator, item PU2 obtained the highest mean score (3.17), while item PU1 obtained the lowest mean score (3.04); although there were slight differences between items, all were categorized as positive. The Perceived Usefulness indicator obtained an overall mean score of 3.12, the highest among the three indicators, which falls into the positive category. This indicates that students generally perceived Instagram Gameshow Reels as a

medium that genuinely helps them understand and practice grammar material, which is consistent with the Technology Acceptance Model, in which perceived usefulness is generally considered the stronger predictor of a positive attitude toward a learning medium.

Perceived Ease of Use Indicator

Table 7.
Result of the Perceived Ease of Use Indicator

No	Students' Perceptions	Frequency	Percentage	Mean
1	Very Negative	1	1.01%	1.67
2	Negative	11	11.11%	2.09
3	Positive	49	49.49%	3.04
4	Very Positive	38	38.38%	3.55
Total		99	100%	3.11

Item 9 (PEOU3) obtained the highest mean score among all 16 items (3.26), while items 7 and 10 (PEOU1 and PEOU4) obtained the lowest mean score (3.07). The Perceived Ease of Use indicator obtained an overall mean score of 3.11, which falls into the positive category, indicating that students found the gameshow-style Reels format easy to follow and navigate, likely due to their familiarity with the Instagram Reels format in daily use.

Behavioral Intention Indicator

Table 8.
Result of the Behavioral Intention Indicator

No	Students' Perceptions	Frequency	Percentage	Mean
1	Very Negative	6	6.06%	1.46
2	Negative	12	12.12%	2.23
3	Positive	53	53.54%	3.06
4	Very Positive	28	28.28%	3.60
Total		99	100%	3.02

Item 16 (BI4) obtained the highest mean score among the four items of this indicator (3.19), while item 13 (BI1) obtained the lowest mean score (2.90). The Behavioral Intention indicator obtained an overall mean score of 3.02, the lowest among the three indicators, yet still falls into the positive category. This suggests that although students found the medium useful and easy to use, their intention to keep using it in the future was slightly more moderate, a common pattern in technology-acceptance studies that may be related to limited class time allocated to the activity or the novelty effect wearing off over repeated use.

Table 9.
Summary of Mean Scores by Indicator

Indicator	Item Numbers	Mean Score	Category
Perceived Usefulness (PU)	1-6	3.12	Positive
Perceived Ease of Use (PEOU)	7-12	3.11	Positive
Behavioral Intention (BI)	13-16	3.02	Positive
Overall Mean	1-16	3.09	Positive

Interpretation

These findings support the Technology Acceptance Model proposed by Davis (1989), which explains that users are more likely to accept a technology when they perceive it as useful and easy to use, and that positive perceptions of usefulness and ease of use are typically followed by positive behavioral intention. The results are also consistent with previous studies, as summarized in Table 10.

Table 10.
Comparison with Previous Studies

Study	Focus	Key Finding
Melati (2024)	Educational technology (TAM)	Positive student perceptions
Syarfi et al. (2025)	Instagram Reels, vocabulary	Positive, useful and engaging
Hikmah et al. (2024)	Instagram Reels, speaking	Positive, interactive features
Ivada & Hapsari (2026)	Instagram Reels, vocabulary	Positive perceptions
Alfadda (2021)	TAM, social media for learning	PU and PEOU predict intention
Current study (2026)	Instagram Gameshow Reels, grammar	Positive (grand mean 3.09)

Although conducted in different contexts and language skills, these studies support the present finding that Instagram Gameshow Reels were positively perceived as a grammar learning medium, and they further suggest that positive perceptions toward Instagram-based learning media are a recurring pattern across different language skills rather than a result unique to this study.

These findings are also consistent with the concept of students' perception, which is formed through individuals' experiences, interpretations, and evaluations of an object, activity, or situation. In this study, the respondents had directly experienced grammar learning using Instagram Gameshow Reels before completing the questionnaire, so their responses reflected their actual learning experiences rather than assumptions or expectations. The positive perceptions found in this study therefore indicate that the respondents evaluated Instagram Gameshow Reels favorably after experiencing its implementation in the classroom, and that the positive results on Perceived Usefulness and Perceived Ease of Use were followed by a positive Behavioral Intention score, in line with the TAM framework proposed by Davis (1989).

The presence of a small number of students (12 out of 99, or 12.12%) with negative perceptions also deserves attention, suggesting that individual differences such as learning style preferences or prior exposure to social media-based learning may influence how a minority of students perceive the activity. This observation is in line with classroom-based evidence showing that a medium's effectiveness depends not only on the medium itself but also on how purposefully it is integrated into interactive, student-centered activities, since media used without sufficient interaction tends to lose students' attention over time (Anggeraini et al., 2026). Overall, Instagram Gameshow Reels have the potential to serve as an engaging and accessible alternative medium for grammar instruction, supporting teachers in creating more interactive learning activities and increasing students' participation in the classroom.

Conclusions

This study aimed to investigate eleventh-grade students' perceptions of using Instagram Gameshow Reels in grammar learning at SMA Negeri 3 Martapura, using a descriptive quantitative design with a questionnaire adapted from the Technology Acceptance Model administered to 99 students selected through proportionate random sampling. The overall grand mean score was 3.09, which falls into the positive category, indicating that students perceived Instagram Gameshow Reels positively as a learning medium for grammar. All three TAM indicators obtained positive mean scores: Perceived Usefulness (3.12), Perceived Ease of Use (3.11), and Behavioral Intention (3.02). These findings indicate that Instagram Gameshow Reels were considered useful, easy to use, and appropriate for supporting grammar learning, and therefore have the potential to be used as an alternative learning medium in English language classrooms.

Based on these conclusions, several recommendations are proposed. English teachers are encouraged to use Instagram Gameshow Reels as one alternative medium for teaching grammar, combined with other teaching methods and sufficient interactive activities to create a more engaging classroom, particularly to strengthen students' behavioral intention, which obtained the lowest mean score among the three indicators. Students are encouraged to use Instagram Gameshow Reels as a supplementary medium to review grammar materials independently outside of class hours. School administrators are encouraged to support teachers' access to digital devices and stable internet connections, since the effectiveness of this medium is closely tied to the availability of adequate technological infrastructure. Finally, future researchers are encouraged to conduct similar studies with larger and more varied samples, at different educational levels, for other English language skills, or by combining questionnaires with interviews to obtain a more comprehensive understanding of students' perceptions toward gamified social media-based learning media.

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