



ERROR ANALYSIS OF ENGLISH CAPTIONS ON INSTAGRAM: A STUDY OF GRAMMATICAL, LEXICAL, AND PRAGMATIC ERRORS

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ABSTRAK

Penelitian ini mengkaji kesalahan kebahasaan yang ditemukan dalam caption berbahasa Inggris di Instagram dengan berfokus pada aspek gramatikal, leksikal, dan pragmatik. Penelitian menggunakan desain deskriptif kualitatif, dengan data yang dikumpulkan dari caption yang ditulis oleh mahasiswa sebagai penutur non-asli bahasa Inggris. Sebanyak 100 caption Instagram dipilih secara purposif sebagai sumber data, kemudian dianalisis melalui proses identifikasi, klasifikasi, dan interpretasi kesalahan berdasarkan kategori kebahasaan yang ditetapkan. Hasil penelitian menunjukkan bahwa kesalahan gramatikal merupakan jenis kesalahan yang paling dominan, khususnya pada penggunaan verba dan struktur kalimat, diikuti oleh kesalahan leksikal dan pragmatik. Kesalahan-kesalahan tersebut sebagian besar dipengaruhi oleh interferensi bahasa pertama, overgeneralisasi, dan keterbatasan paparan terhadap penggunaan bahasa Inggris yang autentik. Penelitian ini berargumen bahwa media sosial, meskipun sering dianggap sebagai ruang komunikasi informal, mencerminkan produksi bahasa yang nyata sehingga memberikan wawasan berharga mengenai perkembangan interlanguage pembelajar. Kebaruan penelitian ini terletak pada analisis terpadu yang menghubungkan dimensi gramatikal, leksikal, dan pragmatik dalam konteks caption Instagram, sehingga memberikan gambaran yang lebih komprehensif mengenai pola kesalahan berbahasa yang muncul dalam komunikasi digital. Temuan penelitian mengindikasikan bahwa integrasi media sosial ke dalam pembelajaran bahasa dapat meningkatkan kesadaran pembelajar terhadap ketepatan (*accuracy*) dan kesesuaian penggunaan (*appropriateness*) bahasa Inggris.

Kata Kunci: *Analisis Kesalahan, Caption Instagram, Kesalahan Gramatikal, Kesalahan Leksikal, Kompetensi Pragmatik.*

ABSTRACT

This study investigates language errors found in English Instagram captions, focusing on grammatical, lexical, and pragmatic aspects. The research employed a descriptive qualitative design, with data collected from captions written by university students as non-native speakers of English. A total of 100 Instagram captions were purposively selected as the data source and analyzed through processes of error identification, classification, and interpretation based on predetermined linguistic categories. The findings reveal that grammatical errors were the most dominant type, particularly in verb usage and sentence structure, followed by lexical and pragmatic errors. These errors were primarily influenced by first-language interference, overgeneralization, and limited exposure to authentic English language use. The study argues that social media, although often perceived as an informal communication space, reflects authentic language production and therefore provides valuable insights into learners' interlanguage development. The novelty of this study lies in its integrated analysis of



grammatical, lexical, and pragmatic dimensions within the context of Instagram captions, offering a more comprehensive understanding of language error patterns in digital communication. The findings suggest that integrating social media into language learning practices can enhance learners' awareness of both linguistic accuracy and appropriateness in English language use.

Keywords: *Error Analysis, Instagram Captions, Grammatical Errors, Lexical Errors, Pragmatic Competence.*

INTRODUCTION

The widespread use of English as an international language has transformed communication practices in digital environments, particularly through social networking platforms. Instagram has evolved beyond a photo-sharing application into a dynamic space where users construct identities, exchange ideas, and communicate through multimodal combinations of images, videos, and written captions. Recent studies have shown that Instagram provides meaningful opportunities for authentic English language use because learners are exposed to naturally occurring interactions that differ from traditional classroom communication (Lee, 2023; Alghamdi, 2022; Muluk et al., 2025). Furthermore, the integration of Instagram into language learning has encouraged learners to engage in authentic writing activities while simultaneously developing digital literacy and communicative competence (Teng et al., 2022; Wang et al., 2022). Consequently, English Instagram captions constitute a valuable source of authentic linguistic data for investigating how language is used in real-life digital communication.

In many non-English-speaking countries, students and young adults intentionally use English in social media because it is associated with global communication, academic advancement, and professional opportunities. Previous research has demonstrated that social networking platforms can positively influence learners' motivation, engagement, confidence, and willingness to communicate in English (Li, 2022; Zhao et al., 2022; Jassim, 2023). Instagram, in particular, enables learners to practice English in informal settings where they freely express opinions, experiences, and emotions without the constraints commonly found in academic writing (Rasyiid et al., 2021; Rizal, 2021; Nasution, 2022). However, because social media writing is generally produced spontaneously without teacher supervision or corrective feedback, learners frequently make grammatical, lexical, and pragmatic mistakes that reflect their developing language competence. These characteristics make Instagram an appropriate environment for examining naturally occurring learner language in authentic communication contexts.

From the perspective of second language acquisition, learner errors should not merely be regarded as failures but as evidence of language development and learning progression. Error Analysis emphasizes that errors reveal learners' internal learning processes, whereas Interlanguage theory explains how learners gradually construct an evolving linguistic system before reaching target-language proficiency. Recent empirical studies have extended these theoretical perspectives to digital communication by demonstrating that Instagram writing provides rich linguistic evidence of learners' grammatical development, vocabulary selection, and communicative strategies in authentic contexts (Lee, 2023; Teng et al., 2022). Likewise, studies investigating Instagram as a language-learning environment have reported that authentic online interaction promotes meaningful language production while simultaneously exposing recurring learner errors that deserve systematic investigation (Alfadda et al., 2022; Wang et al.,



2022). Therefore, analyzing language produced on Instagram can contribute to a deeper understanding of learner interlanguage beyond conventional classroom-based writing.

Despite growing scholarly interest in social media and language learning, important research gaps remain unresolved. Many previous studies have primarily investigated the pedagogical benefits of Instagram, including learner motivation, engagement, writing improvement, and digital literacy (Li, 2022; Zhao et al., 2022; Muluk et al., 2025), whereas relatively few studies have focused specifically on linguistic errors produced in authentic Instagram captions. Existing studies on Instagram error analysis also tend to examine only a single linguistic aspect, such as grammatical errors (Wardoyo et al., 2023; Ginting et al., 2026; Hanifatus et al., 2022) or translation errors (Utari & Utami, 2026), without simultaneously considering lexical and pragmatic dimensions. Consequently, the interaction among grammatical, lexical, and pragmatic errors in authentic social media discourse remains insufficiently explored, particularly among non-native English users.

The novelty of the present study lies in its integrated analysis of grammatical, lexical, and pragmatic errors within a single analytical framework applied to English Instagram captions written by non-native speakers. Unlike earlier investigations that emphasized isolated linguistic categories or concentrated primarily on educational outcomes of Instagram use, this study combines multiple dimensions of learner language to produce a more comprehensive description of language performance in digital communication. In addition, this research investigates the underlying causes of these errors, including first-language interference, overgeneralization of linguistic rules, and limited exposure to authentic English input, thereby extending current discussions in Error Analysis, Interlanguage, and digital discourse research. This integrated approach is expected to provide a broader understanding of learner language behavior in online communication than previous studies.

Based on these considerations, this study aims to analyze grammatical, lexical, and pragmatic errors found in English Instagram captions and to identify the factors contributing to their occurrence. By examining naturally occurring language data generated in authentic social media interactions, this research seeks to enrich contemporary discussions concerning learner interlanguage and error development in digital environments. The findings are expected to contribute theoretically to Second Language Acquisition and Error Analysis research while also providing practical implications for English language educators who intend to integrate social media into language instruction. Furthermore, the results may support the design of pedagogical strategies that promote not only grammatical accuracy but also lexical appropriateness and pragmatic competence in authentic digital communication.

RESEARCH METHOD

This study employed a qualitative descriptive research design to analyze linguistic errors found in English Instagram captions written by non-native English-speaking students. The data consisted of 50 English captions selected purposively from publicly accessible Instagram accounts of university students who actively used English in their posts during the data collection period from January to March 2026. The selection criteria included students' status as English learners, the use of English captions as the primary text, and the presence of linguistic features relevant to grammatical, lexical, or pragmatic analysis. The selected captions were chosen because they represented authentic digital communication practices and provided sufficient linguistic evidence related to learners' language production. Data collection was



conducted through systematic observation and documentation, while ethical considerations were maintained by removing usernames, profile information, and other personal identifiers.

The collected data were analyzed using an error analysis framework through several stages, including error identification, classification, description, and interpretation. A structured coding sheet was developed as the main analysis instrument to categorize errors into three dimensions: grammatical errors, lexical errors, and pragmatic errors, with additional notes regarding possible causes of errors. The accuracy of the analysis was strengthened through repeated data examination and expert validation, in which the identified errors and classifications were reviewed through peer discussion with a language expert to minimize researcher bias and improve reliability. The analysis focused not only on the linguistic forms of errors but also on their contextual meanings to explain how first-language interference, overgeneralization, and limited exposure to authentic English influenced learners' digital language use.

RESULTS AND DISCUSSION

Results

Recent advances in technology have substantially expanded research on the integration of social media and digital technologies into English language learning. Studies published over the last five years have investigated various dimensions of technology-enhanced language learning, including the pedagogical use of Instagram, mobile-assisted language learning (MALL), digital learning environments, learner motivation, vocabulary acquisition, pragmatic competence, and error analysis in authentic online communication. These studies collectively demonstrate that social media platforms provide meaningful opportunities for authentic language use while simultaneously revealing learners' linguistic challenges in natural communication settings. To provide a comprehensive overview of previous research and identify the existing research gap, Table 1 summarizes the selected studies according to their research focus, methodology, principal findings, and relevance to the present study.

Table 1. Literature Review

No.	Author(s)	Research Focus	Method	Main Findings	Relevance to the Present Study
1	Alfadda et al. (2022)	Instagram-supported peer instruction	Experimental	Instagram promotes learner autonomy, engagement, and interaction.	Supports Instagram as an authentic language learning platform.
2	Alghamdi (2022)	Instagram for teaching writing	Mixed methods	Students demonstrated improved writing performance and positive perceptions.	Supports the use of Instagram captions as writing practice.
3	Al-Hoorie & Hiver (2024)	L2 motivational self-system	Conceptual review	Motivational constructs require stronger empirical validation.	Provides theoretical support for learner motivation.
4	Barrot (2022)	Social media in language learning	Systematic review	Social media enhances language learning across multiple skills.	Establishes the theoretical foundation for digital language learning.



No.	Author(s)	Research Focus	Method	Main Findings	Relevance to the Present Study
5	Bygstad et al. (2022)	Digital transformation in higher education	Conceptual study	Digital learning spaces reshape teaching and learning practices.	Supports the digital learning context.
6	Chen et al. (2022)	Extended Reality in language learning	Meta-analysis	Extended Reality significantly improves language learning outcomes.	Supports technology-enhanced language learning.
7	Ginting et al. (2026)	Grammatical errors in Instagram captions	Descriptive	Grammatical errors were the most frequent error type.	Provides comparison for grammatical findings.
8	Hand et al. (2023)	Language in digital environments	Review	Digital communication influences language practices.	Supports digital discourse theory.
9	Hanifatus et al. (2022)	Grammatical errors on Instagram captions	Error analysis	Grammar errors dominate Instagram captions.	Supports grammatical error analysis.
10	Jassim (2023)	Instagram effectiveness in English learning	Quantitative	Instagram positively affects English learning.	Supports pedagogical use of Instagram.
11	Karakaya & Bozkurt (2022)	MALL research trends	Bibliometric analysis	MALL research has expanded considerably.	Provides background on mobile-assisted language learning.
12	Lai & Wang (2025)	Digital media use and vocabulary learning	Quantitative	Media use purposes significantly affect vocabulary knowledge.	Supports lexical development discussion.
13	Lai et al. (2022)	Self-directed mobile language learning	Scoping review	Learning strategies improve autonomous language learning.	Supports pedagogical implications.
14	Lee (2023)	Instagram and TikTok affordances	Qualitative	Social media provides authentic language learning opportunities.	Supports authentic communication theory.
15	Li (2022)	Social networking in EFL learning	Literature review	Social networking improves motivation and engagement.	Supports learner motivation.
16	Lin et al. (2022)	Robot-assisted language learning	Systematic review	Interactive technologies facilitate language development.	Supports technology integration.
17	Muluk et al. (2025)	Instagram experiences among Indonesian students	Qualitative	Instagram facilitates English practice outside the classroom.	Provides contextual support.
18	Nasution (2022)	Benefits and challenges of social media	Review	Social media presents both opportunities and limitations.	Supports theoretical background.



No.	Author(s)	Research Focus	Method	Main Findings	Relevance to the Present Study
19	Pawlak & Kruk (2025)	Grammar learning strategies	Experimental	Grammar learning strategies improve grammatical accuracy.	Supports interpretation of grammatical errors.
20	Pikhart et al. (2024)	Students' perceptions of digital tools	Survey	Students prefer digital tools for language learning.	Supports pedagogical implications.
21	Qi & Chen (2025)	Technology and pragmatic competence	Systematic review	Technology supports pragmatic development when combined with feedback.	Supports pragmatic error analysis.
22	Rasyiid et al. (2021)	Instagram in English learning	Literature review	Instagram enhances English learning experiences.	Supports Instagram-based learning.
23	Rizal (2021)	Instagram for English teaching	Systematic review	Instagram improves language learning outcomes.	Supports previous empirical evidence.
24	Sato & Loewen (2022)	Research–practice dialogue in SLA	Review	Closer integration between SLA research and classroom practice is needed.	Supports pedagogical recommendations.
25	Shadiev et al. (2023)	Emerging technologies in language learning	Review	Emerging technologies create new opportunities for language learning.	Supports technology-enhanced learning.
26	Teng et al. (2022)	Instagram feed-based grammar learning	Experimental	Instagram improves grammar learning and learner attitudes.	Supports grammatical findings.
27	Utari & Utami (2026)	Translation errors in Instagram captions	Error analysis	Translation errors remain common in social media writing.	Provides comparison for linguistic errors.
28	Wang et al. (2022)	Social media and learner engagement	Quantitative	Social media enhances engagement in EFL contexts.	Supports digital learning discussion.
29	Wardoyo et al. (2023)	Error analysis of Instagram captions	Error analysis	Grammatical errors remain the dominant error category.	Supports current findings.
30	Zhang et al. (2024)	Technology-enhanced language learning	Systematic review	Technology is effective when integrated with sound pedagogy.	Supports instructional implications.
31	Zhang & Papi (2021)	Motivation and L2 pragmatics	Quantitative	Motivation significantly contributes to pragmatic competence.	Supports pragmatic discussion.



No.	Author(s)	Research Focus	Method	Main Findings	Relevance to the Present Study
32	Zhao & Yang (2023)	Social media-supported flipped classroom	Experimental	Improves writing performance while reducing learning anxiety.	Supports writing pedagogy.
33	Zhao et al. (2022)	Social media, motivation, and achievement	Experimental	Social networking positively influences motivation and language achievement.	Supports learner engagement and motivation

To obtain a comprehensive understanding of learners' language performance in authentic digital communication, the linguistic data were systematically classified into several categories based on the Error Analysis framework. This classification enables the identification of the major linguistic domains in which learners encounter difficulties when composing English Instagram captions. By organizing the errors into distinct categories, the analysis provides a clearer picture of the distribution of learners' language problems rather than focusing on isolated examples. Such categorization also serves as the basis for interpreting learners' interlanguage development and for discussing the pedagogical implications of language use in social media environments.

Table 2. Classification of Linguistic Errors in English Instagram Captions

No.	Error Category	Frequency	Percentage
1	Grammatical Errors	72	56.25%
2	Lexical Errors	38	29.69%
3	Pragmatic Errors	18	14.06%
Total		128	100%

The distribution of linguistic errors indicates that learners experience varying levels of difficulty across different aspects of English language use in social media contexts. The findings suggest that language performance in authentic online communication is multidimensional, involving not only the mastery of grammatical structures but also the ability to select appropriate vocabulary and employ language according to contextual and communicative norms. This pattern reflects the interconnected nature of linguistic competence, in which deficiencies in one component may influence the effectiveness of overall communication. Therefore, a comprehensive examination of multiple error categories provides deeper insights into learners' interlanguage development and offers valuable implications for designing instructional practices that address both linguistic accuracy and communicative appropriateness in digital learning environments.

The findings presented in Table 3 provide an overview of the major categories of language errors identified in students' Instagram captions. Organizing the findings into distinct categories facilitates a more systematic interpretation of learners' written production in authentic digital communication. Rather than viewing each mistake as an isolated phenomenon, the classification highlights broader patterns that reflect learners' current level of English



proficiency. This presentation also serves as a foundation for understanding how different aspects of language competence contribute to the quality of students' written communication in social media contexts.

Table 3. Types of Language Errors Identified in Students' Instagram Captions

Error Type	Description	Examples	Main Findings / Implications
Grammatical Errors	Errors related to verb forms, tense usage, and subject-verb agreement. Incorrect use of auxiliary verbs and tense markers was commonly observed.	<i>I am very enjoy this moment</i> → Incorrect combination of auxiliary verb and base verb. <i>Yesterday I go to the beach</i> → Present tense used instead of past tense.	Learners frequently struggle to apply English grammatical rules accurately in spontaneous social media writing. Although the intended meaning is generally understandable, grammatical inaccuracies reduce linguistic accuracy.
Lexical Errors	Errors involving inappropriate word choice, inaccurate expressions, and literal translation from the first language.	Confusion between <i>boring</i> and <i>bored</i> ; mixed English and local language expressions; literal translations producing unnatural English.	Limited vocabulary knowledge affects learners' ability to select contextually appropriate words, resulting in unnatural or inaccurate expressions during authentic communication.
Pragmatic Errors	Errors related to language appropriateness in specific communicative and cultural contexts rather than grammatical correctness.	Overly formal expressions in informal Instagram captions; ambiguous or culturally inappropriate language choices.	Effective communication requires not only grammatical accuracy but also awareness of audience, context, and cultural norms. Learners still experience difficulties selecting suitable expressions for social interaction.
Multiple (Interrelated) Errors	More than one type of linguistic error appears within the same caption, showing interaction among grammatical, lexical, and pragmatic aspects.	A single caption containing grammatical mistakes, inappropriate vocabulary, and unsuitable expressions simultaneously.	Linguistic errors are interconnected, with weaknesses in one language component influencing others. Therefore, comprehensive error analysis provides a more accurate understanding of learners' interlanguage development in digital communication.

Following the classification shown in Table 4, it becomes evident that learners' performance in English writing should be evaluated from multiple linguistic perspectives. Error analysis in authentic online communication reveals not only the challenges learners encounter but also the developmental characteristics of their interlanguage system. The findings suggest that improving students' writing ability requires instructional approaches that integrate grammatical accuracy, vocabulary development, and pragmatic competence simultaneously. Consequently, the results contribute to a more comprehensive understanding of English language learning in digital environments and provide valuable implications for both language teachers and future researchers.



Discussion

The findings demonstrate that grammatical errors represent the dominant difficulty experienced by learners when producing English captions on Instagram. This result suggests that although learners are able to communicate their ideas through digital platforms, their grammatical systems remain in a developmental stage. The occurrence of errors such as inappropriate tense marking and incorrect verb structures reflects the process of interlanguage development, where learners construct temporary linguistic systems based on their current knowledge of the target language. This finding is consistent with recent research indicating that digital communication environments encourage learners to produce authentic language; however, spontaneous language production often exposes persistent grammatical weaknesses because learners prioritize meaning over linguistic accuracy (Lee, 2023; Teng et al., 2022; Wang et al., 2022). Likewise, studies on grammar learning strategies have demonstrated that learners frequently experience difficulty transferring explicit grammatical knowledge into real-time communication, particularly in informal online environments where messages are created rapidly and with minimal planning (Pawlak & Kruk, 2025). These findings suggest that grammatical competence develops gradually and requires repeated opportunities for meaningful language use combined with reflective feedback to support long-term improvement.

According to Error Analysis theory, learner errors provide important evidence regarding how second language acquisition takes place. Errors should not be interpreted merely as failures but as systematic indicators of learners' attempts to understand and apply linguistic rules. The present findings support previous research on learner language, which emphasizes that errors occurring in authentic communication environments reveal cognitive processes that may not appear in controlled classroom tasks. In social media contexts, the absence of immediate correction allows learners to produce language more naturally, making Instagram captions a valuable source for observing interlanguage development. This interpretation aligns with recent discussions emphasizing the importance of narrowing the gap between second language research and classroom practice by utilizing authentic learner-generated language as empirical evidence of language development (Sato & Loewen, 2022). Moreover, systematic reviews of social media in language education have concluded that digital platforms provide rich linguistic data because learners interact with real audiences rather than completing teacher-controlled exercises (Barrot, 2022). The digital environment therefore enables researchers to observe learner interlanguage as it naturally evolves through authentic communication, supporting the view that learner errors reflect developmental processes rather than simple linguistic deficiencies (Hand et al., 2023).

The dominance of grammatical errors in this study is also consistent with recent studies on digital language learning, which indicate that learners often experience difficulties transferring grammatical knowledge into spontaneous online communication. Unlike formal academic writing, Instagram captions are usually created quickly and with limited planning, which reduces learners' attention to grammatical monitoring. This condition explains why structural inaccuracies remain visible even among learners who have received formal English instruction. Recent studies on technology-enhanced language learning have further demonstrated that digital tools successfully increase learners' engagement, motivation, and opportunities for communication but do not automatically improve grammatical accuracy unless instructional support and feedback are incorporated into learning activities (Chen et al., 2022; Zhang, Zou, & Cheng, 2024). Similar conclusions have been reported in studies investigating social media-supported learning, where students actively participate in online



communication but continue to demonstrate grammatical inconsistencies during spontaneous writing tasks (Zhao & Yang, 2023). Furthermore, research on mobile-assisted language learning emphasizes that technological accessibility alone cannot ensure language accuracy because learners still require explicit guidance, self-regulation strategies, and opportunities to notice and revise their linguistic errors (Karakaya & Bozkurt, 2022; Lai, Saab, & Admiraal, 2022). Therefore, the predominance of grammatical errors observed in the present study reflects not only learners' current interlanguage stage but also the inherent characteristics of authentic digital communication, where communicative fluency frequently receives greater attention than grammatical precision.

The lexical findings indicate that vocabulary problems are not limited to the lack of word knowledge but also involve difficulties in selecting appropriate expressions according to context. The confusion between words such as *boring* and *bored* demonstrates that learners may recognize vocabulary items but still lack complete understanding of their functional differences. Recent research on vocabulary development in digital environments suggests that frequent exposure to authentic language input can improve lexical competence; however, passive exposure without feedback may not sufficiently develop contextual awareness. This interpretation is supported by Lai and Wang (2025), who found that learners' vocabulary development is strongly influenced by the purpose and quality of digital media use rather than by the amount of exposure alone. Similarly, studies on social media as language-learning environments have shown that although learners encounter abundant English vocabulary through online interactions, they often struggle to distinguish subtle semantic, grammatical, and contextual differences because authentic exposure is not always accompanied by explicit explanation or corrective feedback (Barrot, 2022; Shadiev et al., 2023). The presence of first-language influence in lexical choices further supports the argument that learners rely on existing linguistic resources when facing communication difficulties. Code-mixing and direct translation strategies found in Instagram captions represent learners' attempts to maintain communication despite limited English resources. Rather than being viewed only as errors, these strategies also demonstrate learners' communicative creativity and their effort to negotiate meaning in multilingual digital spaces. Such findings indicate that lexical development involves not only expanding vocabulary size but also strengthening learners' ability to select contextually appropriate expressions during authentic communication.

Although pragmatic errors occurred less frequently, their presence highlights the importance of contextual language awareness. Pragmatic competence requires learners to understand not only linguistic forms but also social relationships, cultural expectations, and communicative purposes. Previous studies on computer-mediated communication have shown that digital platforms provide opportunities for pragmatic development because users interact in diverse contexts; however, limited corrective feedback may prevent learners from recognizing inappropriate expressions. Recent studies have increasingly emphasized that pragmatic competence is an essential component of communicative competence in online interaction because successful communication depends on learners' ability to interpret meaning according to context rather than linguistic form alone (Zhang & Papi, 2021). A systematic review conducted by Qi and Chen (2025) further concluded that technology-supported language learning can effectively facilitate pragmatic development when digital activities encourage authentic interaction, reflection, and feedback. Nevertheless, the review also noted that technology itself does not automatically improve pragmatic competence, as learners require instructional guidance to recognize culturally appropriate expressions and communicative



intentions. Therefore, the relatively low frequency of pragmatic errors observed in this study should not be interpreted as evidence of complete pragmatic mastery but rather as an indication that pragmatic competence develops gradually alongside grammatical and lexical knowledge through continuous interaction in authentic communication settings.

The relationship among grammatical, lexical, and pragmatic errors suggests that language competence develops as an integrated system. A grammatical problem may influence meaning interpretation, while lexical limitations may reduce the effectiveness of communication. Therefore, analyzing learner errors through multiple dimensions provides a more comprehensive understanding of second language development compared with approaches that focus only on grammatical accuracy. From a pedagogical perspective, these findings reinforce the view that Instagram can function not only as a communication platform but also as an authentic learning environment that promotes learner autonomy, reflection, and meaningful language use. Research on digital transformation in higher education has demonstrated that technology-supported learning environments create opportunities for continuous interaction and collaborative knowledge construction beyond traditional classrooms (Bygstad et al., 2022). Likewise, recent studies have shown that students generally express positive attitudes toward the integration of digital tools in foreign language learning because such technologies increase engagement, flexibility, and opportunities for authentic communication (Pikhart et al., 2024). However, motivation alone is insufficient to guarantee language development unless learners receive appropriate pedagogical support and opportunities to evaluate their own language performance, as emphasized by Al-Hoorie and Hiver (2024). Consequently, teachers may utilize students' Instagram captions as authentic learning materials by encouraging learners to identify, analyze, discuss, and revise their own grammatical, lexical, and pragmatic errors. Such reflective activities are consistent with current perspectives on technology-enhanced language learning, which advocate integrating authentic digital communication with systematic feedback to strengthen linguistic accuracy, pragmatic appropriateness, and communicative competence (Chen et al., 2022; Shadiev et al., 2023). Overall, the present study extends previous Error Analysis research by examining learner language in a naturally occurring digital environment rather than relying solely on classroom-based writing samples. The integration of grammatical, lexical, and pragmatic analysis therefore provides a broader understanding of how learners construct meaning, negotiate communication, and develop interlanguage through authentic interaction on social media.

CONCLUSION

This study concludes that linguistic errors found in English Instagram captions represent systematic patterns of learners' language development rather than random mistakes. The findings demonstrate that Instagram functions as an authentic digital environment where learners construct and negotiate meaning through their developing interlanguage. The dominance of grammatical errors, followed by lexical and pragmatic issues, indicates that learners' English competence is shaped by the interaction between linguistic knowledge, contextual awareness, and exposure to authentic language use. These findings extend the scope of Error Analysis research by showing that social media platforms can provide valuable evidence for understanding learner language beyond conventional classroom-based contexts.

The contribution of this study lies in integrating grammatical, lexical, and pragmatic perspectives to provide a more comprehensive understanding of English errors in digital communication. From a pedagogical perspective, English teachers are encouraged to utilize



students' social media texts as reflective learning materials by guiding learners to identify, evaluate, and revise their own language use. Such practices may promote greater awareness of accuracy, appropriateness, and communicative effectiveness. However, this study is limited by its focus on a specific group of learners and a single social media platform. Future research may expand the investigation by comparing different digital platforms, involving learners with diverse proficiency levels, or conducting longitudinal studies to examine the development of interlanguage over time.

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