

THE EFFECT OF USING INSTAGRAM CAPTION ON STUDENTS' VOCABULARY MASTERY AT TWELFTH GRADE OF SMA AL-AZHAR 3 BANDAR LAMPUNG.

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Abstract: The phenomenon of Instagram users arising in Indonesia who shares about learning English independently, specifically learning vocabularies in this case Instagram caption, underlies this research to be studied profoundly. The objectives of the research were (1) to gain an overall picture of students' vocabulary mastery in learning vocabulary through Instagram caption, (2) to find out students' interest in learning vocabulary through Instagram. This article used a mix-method to answer research questions with sufficient depth and breadth. The researcher used quantitative data from a pre test and post test of vocabulary test and qualitative data from interviews and examines if the findings obtained from these two different data sets converge or diverge. The result showed that there was a statically significant difference between the students taught with the Instagram caption and the original way approach. It is revealed from the t-value, which is higher than the t-table with the significance level of less than 0.05. Instagram caption gave the opportunity for the students to express their ideas freely through a picture, video. The interview result showed that the majority of students are interested in learning vocabulary through Instagram because it was effective for them. They can use it anywhere and anytime they want to. Students were encouraged to make notes of some vocabulary that has been found on Instagram. It means that the students have a positive feeling in learning vocabulary through Instagram. Due to the data, it can be said Instagram is influential for students.

Keywords: Instagram, Social Media, Caption, Vocabulary, Students' interest.

INTRODUCTION

Language is used to communicate between one person and other people. Language is like an idea, emotions, and desires that can be produced some symbols. According to Verderber (1999, p. 52), language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition. The fundamental basic in second or foreign language learning is vocabulary because it concerns knowledge, not a language skill (Ali, 2017). Vocabulary is one of the problems faced by the English language. According to Shanahan (2006) and Rambitan (2013), the purpose of learning vocabulary is to make students easier to use and understand the words.

Moreover, Amalia (2019) said that vocabulary is important to learn because by knowing a lot of vocabulary, students will easily write, read, and speak anything using English. Vocabulary is an important aspect and very influential in mastering four language skills. Evelyn (2008, P.31) says that mastering a language which is consisted of speaking, listening, reading and writing ability depends on someone's vocabulary mastery then mastering vocabulary is also the first step to mastering English well.

Therefore, the mastery of vocabulary is an important tool to enable students to understand information or explanation during the teaching and learning process in education. In order to communicate by using English in oral or written forms, the students should prepare themselves with vocabulary mastery.

Most the students in Indonesia learn English vocabulary through the teacher's textbook (Tulung, 2011 and Rambitan, 2013). It means that students in Indonesia have limitations in improving their ability in vocabulary mastery. To overcome this, students need a tool or media to learn vocabulary. They also need to find a new way of learning vocabulary.

Besides that, there are several factors that can affect students' difficulty in increasing vocabulary; there are word meaning, pronunciation, motivation, learning facilities, and also teaching method. Ndomba (1983, P.26) also state that one of the big problems in learning a language is a lot of difficult words so that students do not understand what they read.

Nowadays, social media has become popular in all circles of society, including students. They use social media to share information in the form of text, audio, photo, or video by using their smartphone that is easily carried anywhere. Zhang (2013) as cited in Handayani (2016) stated that the popularity of social media can be used as a tool to develop specific activities in the language learning process. Furthermore, Kamer and Lightnerin (2007) as cited Nikbakht and Boshraubadi (2015) said that students must be equipped with the modern facilities they normally use so they can be involved in the learning process. Many social media applications allow students to contribute their content to the class and to find additional learning resources (Alghamdi, 2108). It means that social media can be applied as a medium of learning.

It is understood as a set of internet-based applications that shape the ideology of Web 2.0 technologies and permit users to generate, share, and interchange information, ideas, images, and videos in virtual networking (Kaplan & Haenlein, 2010). WhatsApp, Telegram, Google Form, Facebook, Twitter, You Tube, and Instagram are the examples of it (Habibi, Mukminin, Riyanto, Prasojo, Sulistiyo, & Sofwan, 2018).

Instagram is a free online tool and app that allows users to take photos and videos and share them with friends and family. Released in October 2010 by Kevin Systrom and Mark Krieger. In this study, Instagram was selected under the consideration of its positive values. Akhiar, Mydin & Kasuma (2017) confirms that Instagram encourages community centeredness and generates meaningful communication among the students.

According to Rokhmawati and Mastuti (2018), Instagram can be used as an alternative medium especially to improve students' vocabulary mastery. Moreover, Ramdhany (2017). said that consciously or unconsciously students can understand a variety of vocabulary from the habits

they do. She also stated that Students can be able to learn vocabulary with read an Instagram post, updating status, or posting photos and videos through Instagram and Instagram caption.

Based on Language and Literature Faculty, University of Surakarta (2020) Instagram caption helps improving grammatical understanding, and writing skill. (Maolida, Yessy, 2017) also stated that the use of photo in Instagram together with caption helps students create and develop their writing ideas.

Therefore, this study tries to investigate the use of Instagram caption increasing students' vocabulary and to know students' perceptions at twelfth grade students of SMA Al-Azhar 3 Bandar Lampung. In addition, this research was given better effects in improving students' vocabulary by using Instagram caption. Hopefully this research can give some contribution for language teaching.

METHOD

The research design used in this research is mixed-method approach. The researcher used this design to answer research questions with sufficient depth and breadth (Enosh, Tzafrir, & Stolovy, 2014) and helps generalise findings and implications of the researched issues to the whole population. For instance, the quantitative technique enables a researcher to gather data from a big number of participants, increasing the likelihood that the results can be generalized to a larger population. The qualitative approach, on the other hand, honors the voices of its participants and offers a better knowledge of the problem under investigation. Therefore, mixed-method approach was considered suitable to be used in this research. Mixed method design is the combination of qualitative and quantitative approach to collect and analyze data (Creswell & Tashakkori, 2007).

This research tries to find out the effect of using Instagram caption in improving students' vocabulary mastery as well as to explore students' interest on the use of Instagram caption. Therefore, this research will use mixed methods quantitative and qualitative research.

The scope of this research are students in twelfth-grade classes which are XII IPA 4 and XII IPA 6 at SMA Al-Azhar 3 Bandar Lampung.

The instruments used to collect the data are vocabulary test and interviews. Vocabulary Test is a test, in simple terms, is a method of measuring a person's ability, knowledge of performance in a given domain (Brown, 2001: 384). In this research, vocabulary will be tested when the writer conducted the pretest and post-test. Pretest will be given to the students before giving the treatment in teaching and learning process while post-test will be given to them after receiving the treatment.

According to Lambert & Loisel (2007), the interview is often used to collect qualitative research data. These are typically used as research strategies to gather information about participants' experiences, views, and beliefs about a particular issue of interest. The data that has been collected has been analyzed by using SPSS 25.0 computer program, and for the qualitative data The researcher has been examining the data repeatedly with the aim of finding emerging patterns, themes, sub-themes, etc. Braun & Clarke (2006) stated that thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns.

FINDING AND DISCUSSION

Findings

1. Result of pre-test

The pretest was conducted to know the students' vocabulary before being taught by using Instagram caption.

Table 1. Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	25	62.4000	11.46734	2.29347
	Control	25	60.4000	10.40032	2.08006

The descriptive information for the student's vocabulary in the pre-test was presented in table 1. As shown in the table, there are 25 students both in the experimental class and in the control group. Moreover, the mean score of the experimental class is higher than the mean score of the control class (62.40 > 60.40). In addition, the minimum score of the both classes are the same which is 40. Besides, the maximum score of the experimental class is 85 whereas the maximum score of the control class is 80. On the other hand, the mean of students' vocabulary in both classes were below the standard of minimum completeness of mastery learning for SMA Al-Azhar 3 Bandar Lampung, which is 80. Thus, it indicated that students' vocabulary was still low.

2. Result of post-test

After implementing the treatments of teaching vocabulary through Instagram caption and original way approach with the total 4 meetings. The post test of experimental class and control class were administered on 16 February 2022. It aimed to find out the students' vocabulary after the treatments were given. The form, time, and materials in the post test were similar to the pre-test.

Table 2. Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
POST-TEST	Experiment	25	84.8000	5.29937	1.05987

Control	25	77.00 00	6.92219	1.38444
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The descriptive information for the students' vocabulary after being taught through Instagram caption and those taught with the original way approach was presented in table 2. As the table illustrates, both classes have 25 students each. Moreover, the mean score of the experimental class is higher than the mean score of the control class (84.40 < 77.00). In addition, the minimum score of the experimental class is 75 whereas the minimum score of the control class is 65. Besides, the maximum score of the experimental class is 95 whereas the maximum score of the control class is 90. On the other hand, some students' vocabulary mastery in both groups were still below the standard of minimum completeness of mastery learning for SMA Al-Azhar 3 Bandar Lampung, which is 80.

The first group of students, a control group, was taught by using the original way. There is a positive effect on students' vocabulary mastery after the implementation of the original way. In the research, the researcher created a caption text with the topic taken from the subject in which the students have studied. For instance, the caption text is about kinds of caption which is taken from English subject. It makes students can be related easily and grasp the new vocabulary because previously they have known and studied about the topic given in the text. The statement is supported by the previous research finding conducted by Long (2010) who investigated the effect of using Instagram on EFL. Due to research, the implication of using Instagram caption could be influential for both high and low achievers in vocabulary mastery. At the beginning, the students got difficulty in understanding the concepts and vocabulary in the caption text.

Fortunately, at the end of the finding showed that students' vocabulary mastery increased. It is because caption provides meaningful steps which are contents, communicating, cognitive and culture that will make students become actively engaged in the learning process. However, since the online situation, the researcher faces difficulties in ensuring that all students respond teachers' questions related to the text given.

On the other hand, the second group of students, an experimental group was treated by the researcher using the Instagram caption as a media to help the learning process and improve students' vocabulary. Magdalena and Carmen (2017) created an article which talks about creating materials with ICT such as by using Instagram for the lessons. The article explains about the creation of materials in an easy way. The materials really help to increase students' interest in mastering vocabulary.

In addition, the Instagram caption gave the opportunity for the students to express their ideas freely through a picture, video. Which will create interesting classroom activities and engage students to be more active. In line with Lin, et. Al. (2018) stated that social media- based learning provides learners the opportunity to be fully involved in the learning cycle.

3. Result of independent T-test

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT	EXPERIMENT CLASS	25	84.80	5.299	1.060
	CONTROL CLASS	25	77.00	6.922	1.384

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RESULT	Equal variances assumed	3.492	.068	4.474	48	.000	7.800	1.744	4.294	11.306
	Equal variances not assumed			4.474	44.939	.000	7.800	1.744	4.288	11.312

It can be seen from table 5. The students' vocabulary mastery shows a statically significant difference between those taught with the Instagram caption and the original way approach. It is revealed from t-value which is higher than t-table with the significance level of less than 0.05 ($1.744 > 0.05$) ($.000 < 0.05$). in addition, the mean of experimental class (84.40) is higher than the control class (77.00).

4. Interview Result

The findings showed that students were mostly interested in learning vocabulary through Instagram. It was proved by looking at the percentage of the students from the interview. Every item of the interview was used in order to take data. It had been classified into several classifications based on the indicators of interest. Keller (1987) describes that interest in learning and motivation through a model that called with ARCS which consist of four main components namely Attention, Relevance, Confidence, and Satisfaction. According to Safari (2003), there are some of indicators of interest namely Feeling of Happiness, Attraction, Attention and Involvement. There are similarities of John Keller

and Safari theory namely attention, feeling of happiness and satisfaction is almost same, and relevance is related to attraction.

Confidence itself is related to the expectations of achieving something. Involvement is related to attraction and attention, if ones are attracted so they will involve their self into an object and pay their attention into it. Based on the finding from the interview, it can be concluded that learning English through Instagram caption can develop students' vocabulary mastery. It also proved that students were interested to learn vocabulary through Instagram caption. It can be seen from students' average mean score that reach 84 which is interpreted as a high category. Instagram makes everyone possible to learn individually, anywhere and anytime, as long as they have connection to the internet.

Instagram is growing not merely as social media but also as learning media. So, it is a big responsibility for teacher to stay up to date in using any media that can enhance the learning process. This research also leads to the result that social media is a very powerful to empower teachers' creativity to be not just teaching in a classroom. Teacher nowadays is forced to be fresh and new in terms of using media to be used in the classroom. Since this application is free, teachers will not have problem anymore to find affordable media which can be accessed anywhere and anytime.

According to the result of the data, the researcher found the things that make students' interest in learning vocabulary through Instagram caption. The data findings show that the majority of students are interested in learning vocabulary through Instagram because it was effective for them. They can use it anywhere and anytime they want to. It is supported by Simoson (2000) as cited in Rokhmawati and Mastuti (2018) who said that Instagram is one of the social media platforms that students can use as a medium to learn because it can be in access 24 hours non – stop.

Besides, the students do not need a lecturer to explain the meaning of vocabulary that they have been found on Instagram because the vocabulary on Instagram easily to understand. They could learn independently. Ramdhany (2017) also stated that the students can learn vocabulary through Instagram more easily with read an Instagram post. It can be said Instagram helps students to learn vocabulary practically.

Moreover, Rokhmawati and Mastuti (2018) explained that students can use Instagram as a media to improve their vocabulary mastery. Then, the data findings show most of the students are interested in looking for a new English vocabulary on Instagram. It means that the popularity of Instagram made the students interested in using Instagram as a medium of learning vocabulary.

The students are interested in learning vocabulary through Instagram because it gives them positive impacts. It motivated them to more diligent in learning vocabulary. Ramdhany (2017) stated that students' interest is the feelings that can motivate them to do something. The data findings show that most of the students are interested in remembering the new vocabulary that has been found on Instagram.

Besides, they feel encouraged to make notes of some vocabulary that has been found on Instagram. It means that the students have a positive feeling in learning vocabulary through Instagram. Moreover, they also interested in applying the new vocabulary that they have been found on Instagram. Due to the data, it can be said Instagram is influential for students.

CONCLUSION

This study provides an understanding of the implementation of Instagram caption used in the class. The findings showed that there was a significant difference in students' vocabulary mastery. This research can be used as a reference technique for teachers or lecturers to teach vocabulary English to students. It is hoped that this research is worthy of the knowledge of English teachers, especially in distinguishing or choosing appropriate methods, method skills and activities to teach vocabulary skill. As a concluding remark, it can be concluded that a Instagram caption needs to be implemented in the classroom. It is not only useful for students' language development, but also for their second language acquisition. The researcher argues from those discussed above that vocabulary mastery is the most basic thing that must be learned by someone in learning English that is a foreign language for all students and the citizens of Indonesia. How one can communicate a language unless the students understand the vocabulary of the language. Especially if a foreign language is what is taught, then language vocabulary mastery is something that language learners completely possess. If a student has sufficient English vocabulary, the achievement of four English competencies will be automatically promoted. And vice versa, without having adequate vocabulary, it will be difficult for a student to attain the above-mentioned language skills that must be learned by someone in learning English, which is a foreign language for all students and the citizens of Indonesia. Therefore, potential researchers should take this into consideration for further research

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