

LEARNING ENGLISH VOCABULARY THROUGH INSTAGRAM

Alfiandy Kamal

Graduate Program Universitas Negeri Makassar

alfiandykamal@gmail.com

Abstract

The phenomenon of Instagram users arising in Indonesia who shares about learning English independently, specifically learning vocabularies in this case Guruku Mr. Dannis and Engliven, 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, (2) to find out students' interest in learning vocabulary through Instagram, (3) to get an in-depth understanding on factors that contribute to make students interested in learning vocabulary by Instagram.

Researcher applied mix-method in this research. Data obtained from three instruments, namely vocabulary test, questionnaire, and interview guideline. The sample consisted of 48 students from SMA Nasional Maros that taken by using cluster sampling technique.

The results showed that (1) there was significant improvement of the students' vocabulary mastery that showed significant as 0.001 which is smaller than $\alpha=0.05$, (2) Students were interested in learning English vocabulary through Instagram and categorized as high. (3) Students were interested because of these four major factors namely simplicity, accessibility, feeling of happiness, and students' vocabulary mastery achievement.

Keywords: *Instagram, social media, vocabulary, learning interest.*

INTRODUCTION

Smartphone has become an innovative and powerful device in the last ten years. It's been widely used to communicate, to help someone do their job, etc. Considering to its benefit and mobility, it is likely changes the way people live, communicate, and also learn. People tend to be rushed to get anything, especially when it comes to get information. Spreading information today is quick as light. People around the world can see happening things in second.

Other phenomenon related to the use of smartphones is social media. The young generation nowadays become celebrity for their own. It is really obvious that social media has very important roles to interest anybody in spending their hours on it. Basically social media is used to show personal life, but some other users use it in more creative ways like sharing comedy, pranks, tutorial, and some creates content for English learning.

Some of the national English content creators in Indonesia are Guruku Mr. Dannis, Engliven, etc. They mostly share about vocabulary. Some of their followers respond that it's fun way to start learning English vocabulary since vocabulary is the foundation to learn language. This learning phenomenon leads to self-learning theory which let students to have their own responsibility to

learn something on his or her own, to set their own goal learning and anything that can support learning process.

Teachers ideally should become a facilitator instead of being center of knowledge, so students are able to enhance their own learning style to achieve learning goal. As facilitator, teacher should be creative in using resources. Using Instagram might be considered as good resource to support self-learning for students. Since Instagram has a lot of content creators with various educational content, teacher should be smart to decide which one of them that suits to students need.

As mentioned above that there are some creative content creators that shares about English vocabulary, like Guruku Mr. Dannis, and Engliven. What makes them appropriate to support self-learning are their content is suitable to Indonesian context. Moreover, the eminence of these content creators are their ability to speak Bahasa Indonesia and capability to relate English vocabulary or terms to be translated into Bahasa Indonesia. Instagram also allows students to drop their comment in the section provided to ask anything they are curious about or just to give any feedback.

As discussed in chapter two, there has been a number of research conducted about the use of Instagram as media in learning for example (Mansor & Rahim, 2017) found Instagram was an effective tool for students' interaction especially in the discussion of their task-related activity. (Ashraf, Motlagh, & Salami, 2014) also stated that Instagram application had a positive significant effect on undergraduate TEFL students' learning concerning the grammatical accuracy of word classes. He also found that students had a positive attitude toward utilizing Mobile Assisted Language Learning (MALL). From the research above, Instagram can be seen as good alternative media to learn which provides comment section that allows students to interact. But unfortunately, these studies have not included vocabulary enhancement as core element of language. They focus on grammar only. As (Wilkins, 1972) stated, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Also, none of those research above who stated that how self-learning affect students English vocabulary mastery toward Instagram. This gap needs to be covered by conducting research since none has done it yet empirically given that beneficial information that it can give to development of English teaching and learning. Thus, this phenomenon becomes reasonable to be a conducted in order to figure out how effective this media is in enhancing students' vocabulary competency and to support self-learning inside and outside classroom. At the same time, involving students interest toward Instagram in this research is considered important, since interest is one of important factor that can influence learning process. Therefor, researcher formulated three research questions to investigate this phenomenon as follow; (1) Does learning through Instagram develop students' vocabulary mastery?, (2) Does learning

through Instagram interest the students in learning vocabulary? And the last one (3) What factors contribute to make students interested in learning vocabulary through Instagram?

RELATED LITERATURE

INSTAGRAM IN LEARNING

Instagram is a free online tool and app that allows users to capture and share photos and videos with friends and family. It was launched in October 2010 by Kevin Systrom and Mark Krieger. Instagram is one of the most popular social media channels for teens today and there are more than 400 million active users on Instagram. Nowadays students use social platforms, like Instagram, even during classes. Rather than worry about whether students are being distracted by Instagram in class, tapping it into this powerful resource and meet students where they are. Instagram is not just for personal usage; it can also be used as an educational tool in the classroom. For instance, teacher can ask students to capture photos or videos of their class work, homework, assignments, school activities, post those in their own account, or a class account, and have discussions about the posts.

According to Walsh, Dr. Ruben Puentedura's SAMR model offers a lens for examining how technology is adopted in a classroom. As you strive to incorporate online tools into your classroom, we encourage you to use this model as an analytic tool.

Here is an example of how Instagram might fit within the SAMR model (a) Substitution: Students take photos of their homework assignment (rather than write it down), (b) Augmentation: Students can use hashtags to curate collections of photos, (c) Modification: Students leave comments on photos or videos and tag classmates in their comments. After making comments on posts or having discussions under posts, they can also analyze the archive of the discussions, (d) Redefinition: Students can create videos demonstrating their knowledge about a topic and share these videos with a broad audience via Instagram to receive feedback.

Guruku Mr. Dannis

Guruku Mr. Dannis is Instagram account name for Dannis. He is an English teacher who was born in Los Angeles, USA. He actively teaches English at English today Indonesia. By August 2018, he has four hundred twenty-eight posts. He mostly shares about English vocabulary, English slangs that related to Indonesian terms. He shares about vocabulary related to Indonesian slangs, common mistakes, and some tips to improve students speaking skills. Most of his videos last for one minute since Instagram only allows video post for one minute at maximum, so users have to be creative to make and edit video within one minute without leaving the essential information that need to be delivered.

Since he is native speaker, English teacher, famous, and his capability to make video, it is suitable to make his Instagram account as media to learn English. According to Schmitt (2000) asking native speaker, teachers, and classmate is one of social strategies that can be used to determine the word.

Engliven

Engliven is one Instagram user account who also shares about English learning. The users name is Elissa. She actively teaches English Today Jakarta. She graduated from Birmingham University, UK. Her account is Ms Elisa-Enliven (@engliven)

She is inspired by several friends and acquaintances who regularly ask for helps on their English speaking, interviews, essays, etc., she creates Instagram page called *Engliven* to give better understanding of daily English usage and inspire viewers to practice English more often whilst improving my English teaching skills.

Her Instagram shares about general English tips. Vocabulary also becomes core element of her content.

She talks about collocation, vocabulary about Indonesian words, pronunciation, and etc. She also gives some test to the viewers about her posts then they will interact through comment section provided by Instagram. Her video mostly last for one minute as Instagram instructs. By looking at her content and her resume, it's really reliable to make her Instagram account as media to learn English comparing to other Instagram users in Indonesia.

Interest

J.P Caplin (1989) in Jail said that the interest is an attitude which continuously accompany one's attention in choosing an interesting object, is a feeling which determines activities liking or disliking object that are valued for someone and certain motivation that lead one's behaviour to particular aims. Roberts (1968) said that interest is responses of liking or disliking. It is present when we are aware of our disposition toward the object we like, the object we prepare to reach.

All above that interest is a mentally condition of someone that gives pleasure as well as satisfaction. In this case, interest should be considered because of whatever students do, they would not do it well unless they're interested in what they are doing.

There are numbers of indicator that interest has. Keller (2016) describes that interest in learning and motivation through a model is called ARCS which consist of four main components namely Attention, Relevance, Confidence, and Satisfaction. And according to Safari (2003), there are some of indicators of interest namely Feeling of Happiness, Attraction, Attention and Involvement. There are two factors that influence the students' motivation as well as their interest in learning. These factors are internal and external factor. Internal factors such as the students' attitude toward

as subject and students' aptitude or linguistic ability. But external factor such as school factor, which may involve the teachers, the students, and the lesson materials. Family factors such as mental supports and social environment factors (Hansen, 1982).

a. Extrinsic Factors

Interest, even though an emotionally and psychological aspect of an individual, is greatly influenced by extrinsic factors. These extrinsic factors might also be included as the environmental factors. Environment, especially the people whom students often interact with, can affect the students' decision in determining what they want to do in their learning. Many of the objects of the study (students) regard that their interest, especially in learning activity, develops along with influence given by their surroundings. That is why these extrinsic factors should also be paid a great attention.

Teachers

This factors influencing the interest of students in learning English. In their learning activity teachers are source of guidance, knowledge, and etc. therefore, respondents showed attention on several aspects. The first aspect is the teacher's competence in both the subject of learning and their ability in teaching the subject. The second aspect is the teachers' attitude when they are teaching. A hard tempered teacher is surely disliked by the students for such teacher terrifies the students and sometimes can make the students distressed. The students will always try to avoid their class and it can be said that the students' interest in learning is decreasing. But a too-lay-low teacher might make teaching learning activity even worse. The student will often underestimate this type of teacher so as the subject material they teach. The third is teacher performance. They expect a straightforward and wise teacher as their guidance in learning

Vocabulary

Vocabulary is a fundamental requirement that influence students' achievement in studying English. Without vocabulary, communication, reading, and writing are not able to be conveyed. Learning vocabulary is fundamentally about learning definition of words. Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts (Harmon, Wood, Hedrick, Vintinner, & Willeford, 2009).

There are different vocabulary strategy classifications systems. One of them presented by Schmitt (2000) is the basis for the current study. According to this classification, vocabulary strategies classified as determination, social, memory, cognitive, and metacognitive.

Determination strategies help learners to determine the meaning by using dictionaries, guessing the meaning from the context and identifying the parts of speech and constituent elements. In other

words, determination strategies are individual learning strategies that help learners to identify the meaning of new words without the other's help (Schmitt, 2000).

Social strategies can be used to determine the word definitions by asking teachers, classmates, and native speakers. In other words, social strategies can encourage learners to interact with each other and learn from each other (Schmitt, 2000). They can also be used to stabilize information by speaking to native speakers or even language teachers outside the class.

RESEARCH METHODS

The primary objectives of this study were to gain an overall picture of students' vocabulary mastery in learning through Instagram and students interest in learning vocabulary through Instagram. 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 method was used in order to obtain a clearer picture from the quantitative data, and then to use the qualitative data to provide better understanding and explanation of the study in question.

The population of the research was taken from SMA Nasional Maros 2018/2019 academic years. The number of population was 150 students, consisting of 6 classes and each class consists of 25 students. Take sample was taken by using cluster sampling technique. The sample was two classes of 11th grade of SMA Nasional Maros that consisted of 48 students.

Data was collected through three instruments namely vocabulary test, questionnaire, and interview guideline.

FINDINGS

VOCABULARY DEVELOPMENT

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pre-test	48	43.44	6.371	.920
Post-test	48	83.75	9.138	1.319

Table above shows the results of mean score and standard deviation of the students' pretest and posttest. The table shows that the mean score of the in pretest was 43.44 (very poor) and the standard deviation was 6.37. After learning through Instagram the mean score in posttest was improved to be 83.75 (good) with the standard deviation was 9.138.

Based on the result above, the researcher concludes that there was improvement between the mean score of pretest and posttest of the students. It means that the vocabulary mastery of the students developed after learning through Instagram.

		Test	Sig.	Decision
1	The distribution of pre-test is normal with mean 43 and standard deviation 6.371.	One-Sample Kolmogrov-Smirnov Test	.0001	Reject null hypothesis.
2	The distribution of post-test is normal with mean 84 and standard deviation 9.138.	One-Sample Kolmogrov-Smirnov Test	.001	Reject null hypothesis.

Table above shows the *t t-test* value was 0.00 which is lower than $\alpha=0.05$. It means that there was a significant difference between the mean score. It also means that the result rejects null hypothesis which says that learning English through Instagram cannot developed the students' vocabulary mastery.

Based on the explanation above, finally researcher concluded that learning English vocabulary through Instagram developed the students' vocabulary mastery.

Interest

No.	Interest Indicator	Item	Mean Score	Classification
1	Feeling of Happiness	1	4.6	Very High
		8	4	High
		9	4.4	Very High
		16	4	High
		17	4.2	Very High
		24	4.4	Very High
2	Attraction	3	4.5	Very High
		6	4.1	Very High
		11	4.4	Very High
		14	4	High
		19	4.6	Very High
		22	4.1	Very High
3	Attention	4	3.1	High
		5	4.2	Very High
		12	3.5	High
		13	3.8	High
		20	4.4	Very High
		21	4.3	Very High
4	Involvement	2	2.8	Average
		7	4	High
		10	3.5	High
		15	4.1	Very High
		18	4.2	Very High
		23	4.3	Very High
Average			4.0	High

The data above shows that the result is categorized as high. According to Munir (2000) interest scale is categorized into 5 categories. 0 – 1 is classified as very low, 1.1 – 2 is classified as low, 2.1 – 3 is classified as average, 3.1 – 4 is classified as high, and the last 4.1 – 5 is classified as very high. Therefore, it can be concluded that students have high interest in learning English vocabulary through Instagram.

DISCUSSION AND CONCLUSION

Instagram has allow anybody to learn anywhere. Students are able to access it thorough their smartphones. According to Kulkuska (2009) mobile learning refers to learning mediated via handheld devices and available anytime, anywhere.

Ashraf, Motlagh, & Salami (2014) who found Instagram had a positively significant effect on students' grammatical, get along with the result of this research where Instagram has helped students to improve their vocabulary mastery.

Besides investigating the students' vocabulary development, researcher also investigated students' interest in learning. The findings show students were mostly interested in learning vocabulary through Instagram. It was proved by looking at percentage of the students from questionnaire that has been shown in the previous section.

Every items of the questionnaire used in order to take data in previous section had been classified into several classifications that 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 and discussion, it can be concluded that learning English through Instagram can develop students' vocabulary mastery. It also proved that students were interested to learn vocabulary through Instagram. It can be seen from students' average mean score that reach 4.0 which is interpreted as 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 suing any media that can enhance learning process.

This research also leads to conclusion that social media is a very powerful to empower teachers' creativity to be not just teaching in a classroom. Teacher nowadays are forced to be fresh and new in terms of using media to be used in classroom. Since this application is free, teachers will not have problem anymore to find affordable media which can be accessed anywhere and anytime.

There are hundreds of people who use this social media as learning media. But some of them are quite difficult to be understood because the complicated design, or boring content which is not fun to see. This condition become the writer's reason to choose *Guruku Mr. Dannis* and *Engliven* as media for students to learn vocabulary.

Guruku Mr. Dannis and *Engliven* have significantly improved the numbers of videos. It shows that their followers are requesting more about English lessons. Now they merely not post about vocabulary, they also vary the content with other useful lessons such grammar, pronunciation and etc.

Since these two content creators are in Indonesia, it reflects that education in Indonesia is evolving. It is one of the sighs that teachers have to move forward, enhance any possible media to improve students' knowledge especially English.

It is really something to see, how technology change the way people behave including how people learn. Then it becomes responsibility for everyone to use it wisely as social media might become dangerous if it is not managed in proper manner.

REFERENCES

- Alqahtani, M. (2015). *The Importance Of Vocabulary In Language Learning And How To Be Taught*. *International Journal of Teaching and Education*, 3(3), 21–34.
- Amiruddin. (2012). *Improving the Students Vocabulary in Speaking through Translation of Dialogue Technique*. Universitas Negeri Makassar, Makassar.
- Anastasi, A. (1982). *Psychological Testing* (5th ed.). USA: Macmillan Publishing Co.Inc.
- Arnold. (2002). *An Introduction to Applied Linguistic*. New York: Oxford University Press.
- Ashraf, H., Motlagh, F. G., & Salami, M. (2014). *The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners*. *Procedia - Social and Behavioral Sciences*, 98, 286–291. <https://doi.org/10.1016/j.sbspro.2014.03.418>
- Celce-Murcia, M. (2000). *Discourse and context in language teaching: A guide for language teachers*. Ernst Klett Sprachen.
- Florida State University, USA, & Keller, J. M. (2016). *Motivation, Learning, and Technology: Applying the ARCS-V Motivation Model*. *Participatory Educational Research*, 3(2), 1–15. <https://doi.org/10.17275/per.16.06.3.2>
- Geddes, S. (2004). *Mobile learning in the 21st century: Benefit for learners*. The Knowledge tree. Retrieved February 13, 2011.
- Hansen. (1982). *Counseling: The Theory and Process*, Third Edition. London: Allyn And Bacon, INC.
- Harmon, J. M., Wood, K. D., Hedrick, W. B., Vintinner, J., & Willeford, T. (2009). *Interactive word walls: More than just reading the writing on the walls*. *Journal of Adolescent & Adult Literacy*, 52(5), 398–408.
- Jack, R. (2005). *Illustrated Dictionary of Education*. New Jersey: Lotus Press.
- Kukulska-Hulme, A., & Shield, L. (2008). *An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction*. *ReCALL*, 20(3), 271–289.
- Mansor, N., & Rahim, N. A. (2017). *Instagram in ESL Classroom*. *Man in India*, 97(20), 107–114.
- Miles, M. B., Huberman, A. M., Huberman, M. A., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Montgomery, J. K. (2007). *The bridge of vocabulary: Evidence-based activities for academic success*. Greenville: Pearson Inc.
- Mr. D (@guruku_mr.d) • Foto dan video Instagram. (n.d.). Retrieved December 9, 2018, from

- https://www.instagram.com/guruku_mr.d/
- Ms Elisa-Enliven your English (@engliven) • Foto dan video Instagram. (n.d.). Retrieved December 9, 2018, from <https://www.instagram.com/engliven/>
- Neuman, S. B., Newman, E. H., & Dwyer, J. (2010). *Educational effects of an embedded multimedia vocabulary intervention for economically disadvantaged pre-K children: A randomized trial*. University of Michigan Ann Arbor, MI.
- Perkasa, S. (2010). *Improving the Vocabulary of the Second Year Students of SMP Negeri 1 Lappariaja, Bone by Using Jumble Letters Technique*. Universitas Negeri Makassar.
- Phillips, J. (n.d.). *Using Instagram in an Educational Context | Emerging Education Technologies*. Retrieved December 9, 2018, from <https://www.emergingedtech.com/2013/02/using-instagram-in-an-educational-context/>
- Safari. (2003). *Indikator Minat Belajar*. Jakarta: Rineka Cipta.
- Schmitt, N. (2000). *Vocabulary In Language Teaching*. Ernst Klett Sprachen.
- Singer, R. N. (1980). *Motor Learning And Human Performance*,. Canada: the USA,.
- Susanti, S. (2018). *Improving The Eight Graders' vocabulary Through Homophone Games (Phd Thesis)*. Universitas Mercu Buana Yogyakarta.
- Wallace, M. J. (1982). *Teaching Vocabulary*. London: Heineman Education Books.
- Walsh, K. (n.d.). *8 Examples of Transforming Lessons Through the SAMR Cycle | Emerging Education Technologies*. Retrieved December 9, 2018, from <https://www.emergingedtech.com/2015/04/examples-of-transforming-lessons-through-samr/comment-page-2/#comments>
- Wilkins, D. A. (1972). *Vocabulary. Linguistics in Language Teaching*.
- Yaqin, I. (2014). *The Implementation Of Animation Video To Improve The Students' english Mastery Of Vocabulary At The Seventh Graders Of Smp Ahmad Yani 4, Bojonegoro. (Phd Thesis)*. UIN Sunan Ampel Surabaya.
- Yuksel, D., & Tanriverdi, B. (2009). *Effects of Watching Captioned Movie Clip on Vocabulary Development of EFL Learners*. Online Submission, 8(2).