

THE STUDENTS' INTEREST IN LEARNING VOCABULARY THROUGH INSTAGRAM

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Abstract: Many students have problems in learning vocabulary, one of the students' problems in learning vocabulary is the teaching and learning process. To overcome this, students need a tool or media in learning vocabulary. Instagram is one of the social media applications which can be used as a tool for learning vocabulary. This research aims to know the students' interest in learning vocabulary through Instagram. This research conducted used a survey research design with a descriptive quantitative approach. In collecting data, the researcher used a questionnaire as the instrument. The researcher took 75 randomly selected participants from the second-semester students of the English Department in Universitas Islam Malang. To analyze data, the researcher used SPSS version 20. The findings of this research indicated that the majority of students have an interest in using Instagram as a medium of learning vocabulary. The students are strongly interested in learning vocabulary through Instagram because; (1) it was popular with them, (2) it was effective and it helps them to learn vocabulary more easily, (3) many English accounts on Instagram are very informative to them, (4) the Instagram features can facilitate them to train their knowledge about vocabulary. From the data findings above, it can be concluded that second – semester students of the English Department at Universitas Islam Malang are interested in learning vocabulary through Instagram. Therefore, the students should be aware of the problem that their face in learning vocabulary. They should know what makes them interested in learning vocabulary through Instagram. They need to know more about the feature on Instagram which can help them to practice more about their vocabulary knowledge to develop their vocabulary mastery.

Keywords: Interest, Learning Vocabulary, Instagram

INTRODUCTION

The fundamental basic in second or foreign language learning is vocabulary because it concerns with knowledge, not a language skill (Ali, 2017). Vocabulary is one of the problems faced by the English language. According to Shanahan (2006) as cited in 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. This certainly shows that vocabulary mastery is needed to improve students' ability to learn English. Therefore, it can be said that vocabulary is essential to master (Faliyanti, 2015).

Vocabulary mastery is not an easy thing for students (Trinasari, 2017). Every student has different abilities in memorizing new vocabulary. One of the students' problems in learning vocabulary is the teaching and learning process (Hidayat, 2017). According to Blachowicz and Fisher (2000) as cited in Ramdhany (2017) stated that there are four main principles to guide vocabulary instruction. (1) students must be active in increasing their understanding of learning vocabulary, (2) students can build their way of personalizing learning vocabulary, (3) students need to assemble on multiple sources of information to learn words through repeated exposure, and (4) students should be active in developing their understanding of words and should be encouraged to make connections between what they know and the vocabulary concepts they are to learn.

Most of the students in Indonesia learn English vocabulary through the teacher's textbook (Tulung, 2011 as cited in 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 in learning vocabulary. They also need to find a new way of learning vocabulary.

In the current era of globalization, the development of technology and science is so rapid. Internet is one of the evidence of technology and science progress, we can communicate and share information easily uses the Internet. Besides, Students can learn independently with use the internet as a medium of learning (Rusman, 2014). Social media is a tool to communicate that created because of the internet.

Nowadays, social media became popular in all circles of society including students. They use social media to sharing 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 Boshrabadi (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 applying as a medium of learning.

Instagram is one of the social media that most intriguing students. It is one of social media application which can be used as a tool for learning vocabulary. The reason is that most students currently use Instagram to socialize and interact with their friends and share information. They can spend quite a long time seeing a variety of information through the Instagram account that they have. 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.

The aim of this research is to know the students' interest in learning vocabulary through Instagram. In addition, it identifies what makes the students interested in learning vocabulary through Instagram at second – semester students in Universitas Islam Malang. Due to the evidence, the researcher formulated the question as follow: (1) Do the students interested in using Instagram as a medium of learning vocabulary? (2) What makes the students interested in learning vocabulary through Instagram?

METHOD

In this research, the researcher used a survey research design. Based on Latief (2017), “survey research design is used to describe opinions, attitudes, preferences, and perception of people interest to the researcher”, (p.126). Moreover, he also said that survey research design is descriptive research in education that involves quantitative data. Survey research design is one of the descriptive research design involving samples that will be selected randomly of the population.

The population of this research is the entire second-semester students of the English Department at the Universitas of Islam Malang.

In taking the sample, the researcher used the cluster sampling technique. It is a random selection of the population that already exists. In the academic year 2019 – 2020, there are 4 classes of second-semester at the English Department at the Universitas of Islam Malang. The researcher takes randomly 75 students from the different classes, 21 students from class A, 22 students from class B, 22 students from class C, and 20 students from class D.

In this research, the researcher used a questionnaire to know the students' interest in learning vocabulary through Instagram. The questionnaire used in this research is the result of modifications from the questionnaire compiled by Ramdhany (2017). The total of the question on the questionnaire is 15 items. It is in the form of statements related to the research variable. The researcher arranged the questionnaire using English and Indonesian language to avoid misunderstanding between the researcher and the respondents. It is done because English is a foreign language.

Due to the global pandemic of COVID-19, it is impossible to distribute the questionnaire to students in the classroom. The research was finished online by using WhatsApp and Google Form. Furthermore, WhatsApp is one of the social media the application that can be used for communication with each other. Google Form is an application to create forms for data collection purposes.

In analyzing data, the researcher used descriptive statistical analysis. The researcher used SPSS 20 program to calculated the data. To rate the criteria score of students' interest level in learning vocabulary through Instagram the researcher used Likert scale analysis.

FINDINGS AND DISSCUSSIONS

The data analysis consisted of a questionnaire only; it was from 75 students of the English Department at the Universitas Islam Malang. The data included students' responses to the questionnaires about students' interest in learning vocabulary through Instagram.

To know the result of the students' interest in learning vocabulary through Instagram, the researcher used a table that consisted of the students' responses to each item on the questionnaire. It can be seen on the table below.

Table 1. The Questionnaire Report

Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%
1	57	76	7	9.3	7	9.3	4	5.3
2	35	46.7	28	37.7	11	14.7	1	1.3
3	8	10.7	32	42.7	24	32	11	14.7
4	24	32	32	42.7	11	14.7	8	10.7
5	19	25.3	30	40	21	28	5	6.7
6	45	60	21	28	7	9.3	2	2.7
7	18	24	26	34.7	22	29.3	9	12
8	1	1.3	7	9.3	42	56	25	33.3
9	35	46.7	30	40	7	9.3	3	4
10	29	38.7	32	42.7	11	14.7	3	4
11	3	4	3	4	33	44	36	48
12	5	6.7	8	10.7	31	41.3	31	41.3
13	33	44	27	36	14	18.7	1	1.3
14	28	37.3	26	34.7	18	24	3	4
15	25	33.3	34	45.3	15	20	1	1.3

In analyzing data the researcher used descriptive analysis. To know the data finding of descriptive analysis about the students' interest in learning vocabulary through Instagram at the second – semester students of the English Department in Universitas Islam Malang, the researcher used the following table:

Table 2. The Descriptive Analysis

No	Items	M	Med	Mode	SD
1	Item 1	3.56	4	4	0.874
2	Item 2	3.29	3	4	0.767
3	Item 3	2.51	2	2	0.876
4	Item 4	2.96	3	3	0.951
5	Item 5	2.84	3	3	0.886
6	Item 6	3.45	4	4	0.776
7	Item 7	2.71	3	3	0.969
8	Item 8	3.21	3	3	0.664
9	Item 9	3.29	3	4	0.802
10	Item 10	3.16	3	3	0.823
11	Item 11	3.35	3	4	0.744
12	Item 12	3.17	3	3	0.876
13	Item 13	3.23	3	4	0.798
14	Item 14	3.05	3	4	0.884
15	Item 15	3.11	3	3	0.764

Table 4.1 above indicates the means (M) that shows the average scores, the medians (Med) that showing the middle point in the score distribution, the modes (Mode) that showing a point where most scores are obtained, and the standard deviation (SD) showing the average deviation of each score from the mean.

Then, to know the interpretation criteria score of each item, the researcher used the following table:

Table 3. Classification of Students' Interest Level

No	Items	Score	Category
1	Item 1	267	Strongly Interested
2	Item 2	247	Strongly Interested
3	Item 3	188	Interested
4	Item 4	222	Interested
5	Item 5	213	Interested
6	Item 6	259	Strongly Interested
7	Item 7	203	Interested
8	Item 8	241	Interested
9	Item 9	247	Strongly Interested
10	Item 10	237	Interested

11	Item 11	251	Strongly Interested
12	Item 12	238	Interested
13	Item 13	242	Interested
14	Item 14	229	Interested
15	Item 15	233	Interested

Table 4.2 above indicates that 5 items got the category of strongly interested, 10 items got the category of interested, and none of the items got the category of uninterested and strongly uninterested.

As discussed in chapter I, the majority of the students in Indonesia have a problem in learning vocabulary. It happened because the media is used not interesting. Most of the students in Indonesia learn vocabulary just used the teacher's textbook (Tulung, 2011 as cited in Rambitan, 2013). Therefore, they need the media to improve their vocabulary mastery. To overcome this, students can utilize social media as one of the medium of learning vocabulary. There are a lot of social media that provide features that made the students interested in learning vocabulary. One of the social media that the students can use as a medium of learning vocabulary is Instagram.

Based on the result of the data, the researcher found that the majority of the using Instagram not only for communication but they also used it for learning vocabulary. The data on the questionnaire show that the students are interested in looking for new vocabulary when reading the Instagram caption or seeing the videos/photos on Instagram. They are also interested in following some English accounts on Instagram to know more about vocabulary.

Then, most of the students are interested in utilizing the Instagram feature to answering some questions about vocabulary that have been post by some English accounts on Instagram. It can be said that the students have an interest in using Instagram as a medium of learning vocabulary.

According to the result of the data, the researcher found the things that make students' interest in learning vocabulary through Instagram. 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.

Instagram is one of the social media which very famous among students. Most of them have an Instagram account. Zhang (2013) as cited in Handayani (2016) stated that the popularity of social media can be used as a medium of the language learning process. The popularity of Instagram made the students have curiosity and compelled them to find new things. They are interested to use Instagram not only to communicate but also to look for a variety of information through

Instagram. It can be said that Instagram is one of the social media that most intrigues students. Moreover, Rokhmawati and Mastuti (2018) explained that students can use Instagram as a medium 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.

There many English accounts on Instagram that can help the students to learn more about vocabulary. It is also one of the reasons why the students feel interested in learning vocabulary through Instagram. It is certainly because Instagram was informative. The students can be able to know more information about new vocabulary that they have been found on Instagram by following some English accounts. On the data findings, most of the students interested in following more than one English account on Instagram to know more about English vocabulary. It means that the English accounts on Instagram give them the benefit to increase their horizons about vocabulary.

The students' responses to the questionnaire also show that the students are interested in learning vocabulary through Instagram because the Instagram features facilitate them to train their vocabulary knowledge. The students can utilize it to answer some questions about vocabulary and apply new vocabulary that has been found on Instagram in doing interaction with other Instagram users. Kamer and Lightnerin (2007) as cited in Nikbakht and Boshrahadi (2015) said that the students will be interested to apply their knowledge if they are equipped

with modern facilities that are often used. The Instagram features are modern facilities for students, they can improve their ability in memorizing new vocabulary used them.

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 influential for students.

CONCLUSIONS AND SUGGESTIONS

The things that make students' interest in learning vocabulary through Instagram. First, the students are strongly interested in learning vocabulary through Instagram because it was effective and it helps them to learn vocabulary more easily. They can use Instagram for learning anywhere and anytime. Second, the students were strongly interested in using Instagram as a medium for learning vocabulary because it was popular with them. Third, students are strongly interested in learning vocabulary through Instagram because many English accounts on Instagram are very informative to them and fourth, the students are strongly interested in learning vocabulary through Instagram because the

Instagram features can facilitate them to train their knowledge about vocabulary. It also helps them to have more confidence in applying their new vocabulary in everyday life.

The students should be aware of the problem that they face in learning vocabulary. They should know what makes them interested in learning vocabulary through Instagram. Therefore they can find a new way to increase the reason for their interest and maintain it. Besides, they need to know more about the feature on Instagram which can help them to practice more about their vocabulary knowledge to develop their vocabulary mastery. They also should be more active in the learning process; they should be confident to apply the new vocabulary that has been found on Instagram. Then, as one of the supporting of students' success in learning vocabulary, the lecturer can select the most interesting media in teaching vocabulary. They can utilize Instagram as an alternative media for teaching vocabulary to increase the students' interest in learning vocabulary.

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