

An Analysis of Secondary School Students' Perception of Using Instagram in Learning English Vocabulary

Pandhu Ariya Kovid¹, Evi Karlina Ambarwati², Totoh Tauhidin Abas³

^{1,2,3}Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Singaperbangsa Karawang

Email: Pandhuariyakovida17@gmail.com¹, karlina.evi@gmail.com²,
totoh.tauhidin@fkip.unsika.ac.id³

Abstrak

Kosakata adalah salah satu komponen penting dalam belajar bahasa Inggris. Penelitian studi kasus deskriptif ini bertujuan untuk mengetahui persepsi siswa dalam belajar kosakata bahasa Inggris menggunakan Quizlet. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Penelitian ini dilakukan di salah satu ruang kelas di salah satu sekolah menengah di Karawang untuk berpartisipasi dalam penelitian ini. Lima siswa yang memiliki sikap terbaik dan aktif dalam observasi berpartisipasi dalam wawancara. Untuk membantu siswa memiliki perbendaharaan kata yang banyak, diperlukan suatu media pembelajaran agar siswa tertarik untuk mempelajari kosakata bahasa Inggris. Maka penelitian ini menggunakan Instagram sebagai media pembelajaran untuk menjangkau lebih banyak kosakata. Temuan mengungkapkan bahwa siswa memiliki minat yang besar dalam belajar kosakata bahasa Inggris menggunakan Instagram. Instagram berpotensi menjadi media pembelajaran kosakata bahasa Inggris. Fitur-fitur di Instagram membuat siswa antusias karena mereka dapat menemukan kosakata bahasa Inggris baru dengan mudah. Para siswa merasa terbantu dan senang menggunakan aplikasi ini untuk belajar kosakata bahasa Inggris. Masalah yang dialami beberapa siswa hanya terkait dengan jaringan yang buruk saat menggunakan Instagram di sekolah. Penelitian ini diharapkan dapat membantu guru, siswa, dan sekolah dalam menerapkan media pembelajaran yang dapat membantu siswa dalam mempelajari kosakata bahasa Inggris.

Kata Kunci: *Instagram, Kosakata Bahasa Inggris, Media Pembelajaran, Keterlibatan Siswa*

Abstract

Vocabulary is one of the important components in learning English. This descriptive case study research aims to determine students' perceptions in learning English vocabulary using Quizlet. Data was collected through observation, interviews, and documentation. This research was conducted in one of the classrooms in one of the secondary schools in Karawang to participate in this research. Five students who had the best attitude and were active in observation participated in the interview. To help students have a large vocabulary, a learning media is needed so that students are interested in learning English vocabulary. So this study uses Instagram as a learning medium to reach more vocabulary. The findings reveal that students have a great interest in learning English vocabulary using Instagram. Instagram has the potential to be a medium for learning English vocabulary. The features in Instagram make students enthusiastic because they can find new English vocabulary easily. The students find it helpful and happy to use this application to learn English vocabulary. The problems that some students experience are simply related to bad networking when using Instagram at school. This research is expected to help teachers, students, and schools in implementing learning media that can assist students in learning English vocabulary.

Keywords: *Instagram, English Vocabulary, Learning Media, Students' Engagement*

INTRODUCTION

The acquisition of new vocabulary is an important part of learning a foreign language. The meanings of new words are often emphasized, whether in books or in verbal communication. Vocabulary is key to learning a language and is highly valued by language students (Susanto, 2017). According to Surmanov and Azimova (2020), vocabulary is an important part of becoming fluent in any language. If students have a limited vocabulary, they will not be able to learn English better and it will not be easy for them to communicate with other people.

As theoretical frameworks, Kyza, Erduran, and Tiberghien (2007) take a critical stance and contrast individual and socio-cultural views of learning. Their analysis revealed that learning environments must consider not only the learner, but also the specificity of the knowledge at hand, as well as the social and situational characteristics of the learning situation, and assessment aspects. They derive a set of basic requirements for technology-enhanced language learning (TELL) environments from this analysis, namely: adding authenticity to the learning environment (e.g., interactive simulations and modeling tools), and providing scaffolded tools to help learners engage in independent inquiry (e.g., data collection and analysis tools, and inquiry support software), supporting the development of communities of learners, and extending learning beyond the science classroom (e.g., web-based computer-supported collaborative learning environments). Modern technologies have the potential to meet these requirements from both a learner and a knowledge standpoint, as well as from a professional standpoint, by providing teachers with more efficient and adequate tools to design learning situations.

The researcher chose Instagram as the digital learning tool to help the students learn their English vocabulary. It might be beneficial to look into Instagram's potential as a teaching tool. Instagram is a social media platform unlike Twitter in that posts and comments are not limited to a certain number of characters. English as a foreign language (EFL) post can be found on Instagram that covers a variety of language topics (such as vocabulary, grammar, and pronunciation lessons), giving researchers the chance to compare the learners' output volume as well as the kinds and volume of feedback they may receive from other users (Aloraini, 2018). The purpose of this study was to determine students' perceptions of vocabulary learning through Instagram.

METHODS

A case study is an investigative design found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2014). The case study focuses on a specific object studied as a case. This research uses case study research, which aims to determine a case on the use of Instagram for learning English vocabulary in vocational high schools. The researcher chose the noun and verb vocabulary classifications for this study. The researcher, of course, used Instagram to find answers to the research questions.

To collect data, the researcher used multiple sources of data: observation, interviews, and artifacts. These techniques were used to determine students' perceptions of learning vocabulary using Instagram. The observation that will be carried out is that researchers pay attention to the process of participants using Instagram as a tool for them to learn English vocabulary. Observations in this study were carried out in two sessions or two meetings. Following the list of observation points, the researcher observed all students. Following the observation, the teacher chose students who represented to be interviewed.

The questions that will be asked are semi-structured, to be able to obtain comprehensive data with the approach taken by the researcher and without neglecting the purpose of this research. The number of questions to be submitted during the interview is nine, based on Saleh and Muhhayang (2021) and combined with Nugroho and Rahmawati (2020). The types of questions that will be submitted are in the form of essay questions which will be directly answered orally by the participants, and questions during the interview are about how students feel and experience when learning English vocabulary using Instagram. The questions that will be asked during the interview process are in Indonesian to make it easier for the participants to understand the questions and answer them. The researcher chose five students to take part in the interview. The five students

were selected based on their ability to develop their vocabulary while using Instagram which the teacher saw during the lesson.

The final type of qualitative data is qualitative audio and visual material (Creswell, 2014). The artifacts loaded in this study contained photos when the teacher explains the material, screenshots when students find new vocabulary from the posts they see, screenshots when students practice making sentences on Instagram stories, and screenshots when students receive comments or responses from their friends.

This research was conducted in one of the vocational schools in Karawang, West Java. This research was conducted for 2 days with a duration of 50 minutes in 1-hour lesson. The material provided by the teacher is about learning English vocabulary using Instagram. The types of vocabulary studied are the types of nouns and types of verbs. This learning is carried out with the aim that students can understand English vocabulary by using the Instagram application. The activities carried out by the participants were trying to use the features in the Instagram application, looking for new English vocabulary, creating and uploading simple sentences to Instagram, and giving each other feedback or responses.

The researchers collected data and information will then be processed for analysis. The data will be analyzed using Miles and Huberman's (1984) data reduction, data display, and conclusion-drawing methods.

RESULT AND DISCUSSION

Based on the results of observation and interviews with the research subject.

Students are Facilitated to Learn English Vocabulary by Using Instagram

Based on the interview, the participants were happy and said it was fun to study English vocabulary using Instagram. Learning English vocabulary using Instagram is a new thing for them, but they love it. They also said that they were happy when they found new vocabulary on Instagram and the visual design contained in it was also good and attractive.

"Ini hal yang baru buat aku, cukup seru dan aku senang aja gitu sekarang kalau buka Instagram tidak cuma untuk kepoin seseorang, tetapi bisa buat belajar kosakata bahasa Inggris juga. Kalau pakai Instagram aku jadi lebih semangat karena menarik, kalau dikelas seperti biasa aku susah focus dan gampang bosan ka"

"This is something new for me, it's quite fun and I'm just happy when I open Instagram not only to find out about someone but also to learn English vocabulary. When I use Instagram, I get more excited because it's interesting, in class as usual I find it difficult to focus and get bored easily"

"Aku sendiri sih Cuma suka fitur postingan feeds di Instagram ka, soalnya foto atau gambarnya menarik dan bagus-bagus, jadi ngga bikin bosan"

"I just like the post feeds feature on Instagram because the photos or pictures are interesting and good, so I'm not bored"

The result of the observation indicated the students participated actively in this teaching and learning English vocabulary using Instagram. Students find it easier to learn English vocabulary with various accounts and features on Instagram. This was felt by students when they just found out that there are lots of accounts on Instagram that contain English learning content. The first feature is Instagram feeds, where students can find new English vocabulary that they have never seen or heard before.

Moreover, the research conducted by Al-Ali (2014) that Instagram is available on most mobile devices with easy access. In addition, Instagram provides a platform for relevant and designed visual media for visual learners while connecting a community of learners. Participants can also learn from captions written by accounts they follow, such as artists, influencers, athletes, etc. The same thing was also found in a study conducted by Putri (2022) where the majority of students read English-language Instagram captions from all different sorts of accounts rather than watching English-language Instagram video features to expand their vocabulary

Students are Motivated to Give and Receive Feedback or Responses from Others

In the next stage, students reported back what new English vocabulary they had found on the Instagram accounts they had explored. After that, they were assigned to make simple sentences based on new English vocabulary that had been found previously and uploaded to Instagram stories. After they finish doing their work, they need to give feedback or responses to the task that has been done by their friends.

"Pas aku coba buat kalimat sederhana di Instagram stories, disitu aku ngerasa deg-degan ka, tapi jadi bisa nyoba buat share kemampuan aku juga sih lewat Instagram"

"When I tried to make simple sentences on Instagram stories, at that time I felt nervous, but I was able to try to share my abilities on Instagram too"

"Aku ngerasa senang ka, karena banyak yang support dan aku jadi bisa tahu kesalahan aku ketika dapat kritik atau masukan dari teman-teman yang lain"

"I feel happy because many friends support me and I know my mistakes when I get criticism or feedback from other friends"

The result of the observation indicated that most of the students felt nervous and afraid of making mistakes when they were required to make simple sentences based on the English vocabulary they had previously found and upload them to Instagram stories. This can be seen when students give a surprised reaction to the instructions given by the teacher. However, the reality is not like that, because it turns out that students get positive and supportive responses and feedback from their other friends. When students receive positive comments from other friends, students also provide encouragement and support to their other friends so that they can be more enthusiastic and continue to learn English vocabulary. After that, students feel motivated and brave to express themselves, especially in learning English vocabulary through Instagram.

In accordance with Blanka and Petra (2020), using a mobile app also helped students become more confident in their learning abilities, improve their pronunciation, remember vocabulary better, receive quick feedback, and have positive effects.

Potential Contribution of Instagram to Learn English Vocabulary

Finally, the teacher reviews the material and the teacher asks what has been learned and obtained from the last material. The teacher also checked the students' perceptions by asking them questions about how the students' experiences were after going through the process of learning English vocabulary using Instagram.

"Aku sih ngerasa lumayan meningkat ya ka, karena aku ngerasa lebih mudah menemukan kosakata Bahasa Inggris di beberapa akun Instagram"

"I feel that I have improved quite a bit because I find it easier to find English vocabulary on several Instagram accounts"

"Aku ngerasa meningkat sih, tetapi belum signifikan, karena masih nyoba buat terbiasa belajar pakai Instagram juga"

"I feel like it's improved, but it's not significant, because I'm still trying to get used to learning to use Instagram too"

The students feel that they find it easy to get new knowledge about English vocabulary by using Instagram. The students gave a positive response after learning English vocabulary using Instagram. It shows that Instagram has the potential to be a learning media that can contribute more for students to learn English vocabulary.

The students show that it is easier for them to find new English vocabulary by using Instagram. It shows that Instagram has the potential to be a learning media that can contribute more for students to learn English vocabulary. If it is done regularly, in the future it will have a good impact on students, because they will unconsciously enrich their English vocabulary. In accordance with Tran (2018) shows that technology-based tools can be utilized to involve English vocabulary learning in the development of skills. Followed by Listiani (2016) and Kelly (2015) mentioned that Instagram promotes a better understanding for students and is also an effective tool for developing students' vocabulary range and grammatical accuracy.

CONCLUSION

This research aims to determine students' perceptions of learning English vocabulary using Instagram. The research findings show that students participated actively in this teaching and learning English vocabulary using Instagram. The students enjoyed the process of learning English vocabulary given by the teacher. Even though this was a new thing for them, they were very enthusiastic about carrying out the learning process. Instagram makes it easy for students to be able to enrich their English vocabulary and provides a platform for students so they can be more confident, brave, and collaborative to influence their interest in learning more English vocabulary. Furthermore, Instagram helped the students better easy ways to find English vocabulary. They can find a lot of English vocabulary in the way they like. The result of the research indicated that the Instagram application can be used as learning media with many features to gain English vocabulary. The Instagram application contributed to the students' learning media to reach more English vocabulary.

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