

The Use of Instagram To Develop Students' Vocabulary Mastery

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Abstract : This study investigated the impact of using Instagram Reels on students' vocabulary acquisition, focusing on everyday vocabulary related to verbs, nouns, and adjectives. The research applied a quantitative design to measure performance before and after the intervention, targeting 22 students from the 7th grade of SMP Negeri 1 Remboken. Results revealed a significant development, with mean scores rising from 23.485 to 39.09, demonstrating a 66.44% enhancement in performance. These findings underscore the effectiveness of Instagram Reels as a dynamic educational tool, offering a more engaging and efficient learning experience. The substantial development advocates for the adoption of innovative teaching strategies, highlighting the role of social media in enriching educational methodologies. By integrating Instagram Reels into educational practices, educators can create a more stimulating and interactive learning environment. This approach not only enhances vocabulary acquisition but also promotes better engagement and motivation among students. Embracing such innovative strategies can significantly develop overall learning outcomes and better prepare students for the diverse and evolving challenges of contemporary education.

Keywords: *Vocabulary, vocabulary mastery, Instagram, Instagram Reels.*

INTRODUCTION

Over the past ten years, a groundbreaking and potent technology known as the smartphone emerged, leading users to become hooked on the internet and mobile devices (Carbonell, Chamarro, Oberst, Rodrigo, & Prades, 2018). It offers numerous features to assist individuals in communication and serves as a source of portable entertainment. Presently, accessing information through mobile apps has become more convenient, quicker, and cost-effective for people (Kugler, 2016).

Apart from its mobile nature, smartphones have transformed the way people live, communicate, and access information as a learning tool. The emergence of social media stands out as the most significant phenomenon driven by the advancement of smartphones over the past decade, particularly among the younger generation. Students now dedicate more time to social media platforms (Bahrani, Patel & Sheridan, 2015).

While social networking platforms offer the convenience of accessing information and expanding one's network to connect with individuals worldwide, they also come with certain limitations (Apriliati, 2020). Social media currently close with teenager in Indonesia is instagram. Indonesian`s teenager is the biggest number of society consuming social media (Felita et al., 2016). 32% as the number of Instagram user in Indonesia, made it number two of popular social platform (Murnane, 2018 in Pratiwi, Kartikasari & Jaya 2023). Instagram is utilized by people worldwide, with many of them using English for their captions.

Often without realizing, we read unfamiliar words translated into our native language. By translating from English back to the original language, students can acquire new vocabulary. Teachers serve as key figures who can offer insights into classroom dynamics based on observed phenomena. Employing a phenomenological approach involves conducting in-depth interviews and observations without imposing personal perspectives or judgments. Creative individuality among teachers is crucial in supporting educational entertainment in the future.

Teachers have a responsibility to transmit knowledge to students using their creativity, making the learning process enjoyable for them (Muzyka, 2017). Teachers must demonstrate creative individuality in their approach to teaching students and continually update their teaching materials as part of their role as facilitators.

Social media platforms, such as Instagram, can serve as innovative learning resources to support students' self-directed learning endeavors. As Harun, Pelenkahu & Oliy (2022) argued that, Instagram is an internet based application that can be used

in learning. Instagram is a mobile photo-sharing application that allows users to take photos, use filters, and post them on the site itself. (Sallamah & As Sabiq, 2020). Moreover, according to Alhabash & Ma (2017), Instagram has more than 400 million active monthly users who post more than 40 billion photos, which made Instagram interesting to be used as a learning media. Instagram is interesting mobile learning media in developing students' vocabulary of four factors namely; simplicity, accessibility, feeling of happiness, and student's vocabulary mastery achievement (Priskila, 2024). Four factors above being the new pedagogical strategy for teaching, indeed modernity bring teenagers or students be more addicted with smartphone.

In Instagram, there is a feature, namely Instagram reels, on August 5th 2020, Instagram unveiled its newest feature, Instagram Reels, which has been progressively introduced to users across the globe (D. Wulandari et al., 2022). Instagram Reels is particularly captivating to users due to its wide range of creative tools that allow them to produce short videos or photos with customizable elements. These elements include adding background music, applying various effects, using unique filters, and adjusting playback speed. Additionally, users can incorporate transitions to enhance the flow and visual appeal of their content, all of which can be tailored to reflect individual style and preferences (Sari, 2021).

This research is focused to find out the use of Instagram in developing students' vocabulary and to find out the benefits by using Instagram as mobile learning. The writer is interested in this topic because the learning methods used is social media that is closed with learners. Most of learners have difficulties in understanding the words meaning because of lack vocabulary mastery. Learners need to develop their vocabulary. This is interesting to combine what learners need with what learners' interest. Instagram as mobile learning being the interested one for learners to enjoy the learning process. Therefore, this research is worth to conduct.

After the researcher visited the place to be researched, from the English teacher's statement, the researcher found that many students did not master the vocabulary so they did not understand each learning topic. Instagram as mobile learning being the interested one for learners to enjoy the learning process. Therefore, this research is worth to conduct.

Therefore, the researcher was focused to conduct research entitled "The Use of Instagram to Develop Students' Vocabulary Mastery" which the researcher expected that through this research, the researcher found out the result by using Instagram reels it developed or not for students' vocabulary mastery.

RESEARCH METHOD

In doing this research the writer used numerical data which is the definition of a quantitative research (Parante, Liando & Andries, 2022). This research was done as a quantitative research through post-test only with experimental group and control group. Post-test was given to the students to find out development of vocabulary mastery so it can be known more accurately as the data can be compared (Korompot, Hamp & Rorimpandey, (2022). The experimental class are taught in test after treatment and the control class are taught by conventional method. So, there were two tests: T1 is Experimental Group and T2 is Control group. X is symbolized for the Treatment. The following is the presentation of the design:

Experimental Group	Treatment	Control Group
T1	X	T2

Furthermore, the subject of this research were the students on the seventh grade at SMP Negeri 1 Remboken. The sample of this study were the seventh grade students of that school which consisted of 22 students. The instrument in this research was a test consisting of 30 multiple choice questions which was based on the material given.

In collecting the data, Case studies can provide very engaging, rich explorations of a project or application as it develops in a real-world setting. Project evaluators must be aware, however, that doing even relatively modest, illustrative case studies is a complex task that cannot be accomplished through occasional, brief site visits. Demands with regard to design, data collection, and reporting can be substantial (Yin, 2003). So, based on this consideration the researcher arrange the steps in order to collect the data of this research

1. Making the lesson plan in teaching and learning process.
2. Giving the pre-test, before present the material.
3. Analyzing the data that was taken from pre-test in order to plan the treatment for the students.
4. Giving the treatment.
5. Giving the post-test.
6. Organizing the data into table.
7. Analyzing the data.

In analysing the data, the researcher used Sugiyono's (2010) mean score and standard deviation formula, the formula are as follows:

Mean Score:

$$Me = \frac{\sum x i}{n}$$

Where:

- Me = The mean score of students
 $\sum x i$ = The total number of students' score
 N = The total number of students

(Sugiyono, 2010;49)

Standard Deviation:

$$S = \sqrt{\frac{\sum (xi - \bar{x})^2}{(n - 1)}}$$

Where

S = Standard deviation

n = Number of sample

\sum = Epsilon / total (number, quantity)

\bar{x} = Mean

xi = The score of sample

(Sugiyono, 2010;57)

In statistics, the standard deviation is a measure of the amount of variation or dispersion of a set of values. A low standard deviation indicates that the values tend to be close to the mean (also called the expected value) of the set, while a high standard deviation indicates that the values are spread out over a wider range. (Bland & Altman, 1996).

FINDINGS AND DISCUSSION

After conducting the research by implementing the pre-test and posttest in the class, the data were analyzed statistically to identify the mean scores and to identify the pre-test and post-test scores whether there was a difference or not after applying the treatments. There were 30 questions for each pre-test and post-test. Below is the table for the students' pre-test and post-test score:

No.	Student Name (Initial)	Pre-test Score	Post-test Score
1	ARM	16.67	30
2	AM	6.67	20
3	JJW	13.33	26.67
4	MYP	6.67	36.67
5	VIR	50	73.33
6	RHGS	6.67	20
7	MR	10	33.33

8	KM	50	70
9	HCAT	43.33	56.67
10	TJMM	46.67	43.33
11	RAM	23.33	36.67
12	MA	30	43.33
13	MY	33.33	53.33
14	FB	16.67	30
15	MAM	13.33	26.67
16	BAT	16.67	30
16	MoA	23.33	36.67
18	MS	13.33	26.67
19	YM	20	43.33
20	VS	10	23.33
21	JA	26.67	46.67
22	CMM	40	53.33
TOTAL (Σx)		516.67	860
Mean Score		23.485	39.09

From the table 4.1 it can be seen that the lowest score of the pre-test was 6.67 and the highest was 50. On the other hand, the lowest score for post-test was 20 and the highest score was 73.33.

Furthermore, after the researcher has gotten the score from pre-test and post-test, the researcher ran a calculation by using the formula that was mentioned in Chapter III. The result can be seen below:

Pre-test mean score

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{516.67}{22}$$

$$\bar{x} = 23.485$$

Post-test mean score

$$\bar{x} = \frac{\Sigma x}{N}$$
$$\bar{x} = \frac{860}{22}$$
$$\bar{x} = 39.09$$

Where:

\bar{x} = Mean core

Σ = The raw of all score

N = The number of subjects

From the calculation above, it shows that the mean score for pre-test was 23.485 and the mean score of post-test was 39.1. Both results was calculated using $\bar{x} = \frac{\Sigma x}{N}$ as the formula.

The result of the pre-test was gained by calculating the score of each students (Σx) which is 516.67 then divided it by the number of total students (N) which is 22, the result was 23.485.

The result of the post-test was gained by calculating the score of each students (Σx) which is 860 then divided it by the number of total students (N) which is 22, the result was 39.09.

After the mean scores were known, the next step is to find out the percentage of increasing achievement using the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$P = \frac{39.09 - 23.485}{23.485} \times 100\%$$
$$P = \frac{15.605}{23.485} \times 100\%$$

$$P = 0.6644 \times 100\%$$

$$P = 66.44\%$$

Pre-test Mean Score	Post-test Mean Score	Improvement (%)
23.485	39.09	66.44%

From the table above, it showed that there is an improvement from pre-test to post-test, as it can be seen that the mean score for post-test is higher than pre-test, as the mean score for pre-test was 23.485 and the mean score for post-test was 39.09. Post-test was improved by 66.44% from the pre-test earlier. It meant that the use of Instagram reels as a learning media did develop students' vocabulary mastery.

Standard Deviation Pre-Test

$$S = \sqrt{\frac{\sum (xi - x)^2}{(n - 1)}}$$

$$S = \sqrt{\frac{4323.88}{21}}$$

$$S = 14.35$$

Standard Deviation Post-Test

$$S = \sqrt{\frac{\sum (xi - x)^2}{(n - 1)}}$$

$$S = \sqrt{\frac{4697.02}{21}}$$

$$S = 14.95$$

Where

S = Standard deviation

- n = Number of sample
 Σ = Epsilon / total (number, quantity)
 \bar{x} = Mean
 x_i = The score of sample

Before the intervention or test, the students' scores had a mean (average) of approximately 22.93. This means that, on average, students scored around 22.93 points on the pre-test. However, there was considerable variation in their scores, as indicated by the standard deviation of approximately 14.35. This high standard deviation suggests that the students' pre-test scores were spread out over a wide range, with some students scoring much higher or lower than the mean.

After the intervention or test, the students' scores improved, with a mean score of approximately 38.94. This shows that, on average, students scored about 16 points higher on the post-test compared to the pre-test, indicating an overall improvement in performance. The standard deviation for the post-test scores is approximately 14.95, which is slightly higher than the pre-test standard deviation. This suggests that, while the average score increased, the variability or spread of the scores remained similar. In other words, students' scores still varied widely around the mean, indicating that the performance improvements were not uniform across all students.

The increase in the mean score from 22.93 (pre-test) to 38.94 (post-test) reflects an overall improvement in student performance. The standard deviations of 14.35 (pre-test) and 14.95 (post-test) show that the spread of scores remained relatively consistent, meaning that while the average performance improved, the range of student scores did not narrow significantly.

In essence, the results demonstrate that the method of using Instagram reels was effective in raising the average performance of the students, but it did not significantly reduce the variability in scores. Some students made substantial gains, while others improved to a lesser extent, resulting in a similar spread of scores before and after the test.

Using Instagram reels has shown to notably enhance students' vocabulary acquisition. This is evident from the substantial rise in mean scores, increasing from 23.485 to 39.09, and the significant 66.44% improvement in performance, demonstrating the effectiveness of this method. These findings underscore the potential advantages of incorporating Instagram reels into educational methodologies, providing a more stimulating and efficient learning environment. Embracing these innovative teaching strategies enables educators to improve student learning outcomes and better equip students for the challenges of today's world.

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