

AN IMPACT OF THE USE INSTAGRAM APPLICATION TOWARDS STUDENTS VOCABULARY

Emiliana Putri
English Education

emilianaputri1@gmail.com

Abstract

At present, the use of social media continues to increase. in the world of education, social media is used as a medium for teaching and learning. One of the social media used as learning media is Instagram, which is used to improve students' vocabulary. In this paper we will discuss how Instagram influences student vocabulary and what features are used to improve vocabulary. whether the use of this Instagram can increase student vocabulary or not. This study will take from the writing class PI 17 A, and the writer will take a sample of 28 students to support this research.

Key words: Social media, Instagram, Vocabulary

INTRODUCTION

Do you have social media? What kinds of social media do you have? I think, you all are have it, right? Social media are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social media becomes something that people do not stop talking about (Hootsuite, 2019; Lina & Permatasari, 2020). Especially nowadays, the rise of Instagram as a social media is very popular for everyone. The use of Instagram also varies depending on the account owner, such as, as a personal account to share daily life or as a business account to show and sell their products (Oktaviani, 2012; Schrape, 2018). However, have you ever thought about using Instagram as a teaching and research tool? How can an Instagram influence the increasing of student's vocabulary in English? What are the tools in Instagram that can be used as the media to learn or increase student's vocabulary? In this discussion, we will explain one by one in a further explanation.

Instagram is a popular visual social media site. People share all sorts of stunning visuals to share their lives and their stories (Anuar et al., 2020; Febria Lina & Setiyanto, 2021). There are also people who use Instagram as a medium for sharing knowledge, motivation, or wise words using English, or maybe even there are some accounts that use their account as a place for sharing English knowledge such as spelling, pronunciation or even sharing lots of vocabulary that maybe only a few people know, for example English slang (Sari & Wahyudin, 2019b). Like you know, in this era of globalization, English is increasingly

needed as a means of communication and information world. You can get lot of information through an Instagram and you can communicate with people around the world via this media. For students English major, some of them are looking for information in the form of knowledge that can improve the quality of their English through videos, tutorials, posts, or a caption that is realized or not when they watch or read that information, they also have received a new vocabulary that they may immediately apply in daily life.

LITERATURE REVIEW

Vocabulary can be defined as the words must be known to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Aminatun & Oktaviani, 2019; Novanti & Suprayogi, 2021). In learning English, there are four language skills, namely listening, reading, speaking, and writing. Listening and reading are receptive because the focus is on receiving information from an outside source (Ayu et al., 2017; Simamora & Oktaviani, 2020; Skill, n.d.). A literate person's vocabulary is all the word they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening. A person's listening vocabulary is all the words they can recognize when listening to speech (Mandasari, 2016; Oktaviani, 2021; SARI, 2013). People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation. While speaking and writing are productive skills because the focus is on producing information (Pratiwi & Ayu, 2020; Sari, 2016; Sinaga & Oktaviani, 2020). A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary (Ambarwati & Mandasari, 2020; Amelia, 2021; Sari & Putri, 2019). Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice. And for writing skill, Words are used in various forms of writing from formal essays to social media feeds (Aminatun et al., 2019; Oktaviani & Mandasari, 2019; Putri & Aminatun, 2021). Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a number of synonyms, a writer may have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in which they have no knowledge or interest. Moreover, in mastering those skills, the students must have sufficient vocabulary. A vocabulary is a set of familiar

words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge (Agustin & Ayu, 2021; Booch et al., 1998; MULIYAH et al., 2021). Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is central to language. It means that vocabulary is basic in language used to communicate with others both first language or mother tongue and foreign language. Vocabulary is the key to be able to communicate and make sentences. What you have to do is increase the vocabulary so you can communicate properly because when you communicate it do not just produce information to the listener but also respond the other speaker, means you need to know the meaning of the words that produce by the other speaker (Apriyanti & Ayu, 2020; Ayu, 2020; Muliyah & Aminatun, 2020). If students do not know a vocabulary, then surely they cannot afford translate the meaning of words, then they can not respond it. Rich vocabulary helps people to understand and learn new words.

Mastery of vocabulary is not an easy thing for students, especially for young learners. Young learners have limited ability in learning and memorizing the vocabulary (Erya & Pustika, 2021; Mandasari, n.d.; Yulianti & Sulistyawati, n.d.). Students will learn vocabulary more easily when directly confronted with the context of the use of the word compared to deliberately memorizing a vocabulary which later may be very difficult to remember. Therefore, an Instagram can be used as the media to help the students increase their vocabulary. They can explore the tools in an Instagram like the instastory, posts, or Instagram live that provide or share about English. In these tools, they indirectly learn about new vocabulary when they watch the video or tutorials, read the caption or see the posts from someone's account. A variety of short messages or caption on a myriad of subjects can be read, therefore users are exposed to reading new words, facing turns of phrase, and jargon, which all helps in building and expanding the English vocabulary (Borman et al., 2018; Sari & Wahyudin, 2019a; Wahyudin & Sari, 2018). Those mean, social media like an Instagram can improve knowledge of student clearly and concrete. So, in this discussion wants to find the influences of Instagram in increasing students vocabulary.

This discussion will observe whether Instagram influence to the increasing students vocabulary or not. The observation will be conduct among students English major PI 17A writing class in Universitas Teknokrat Indonesia. The focus is on what features they use to increase the vocabulary and how effective Instagram as the media to learn.

METHOD

In this paper, the writer use description qualitative method to analyze whether the use of an Instagram influence the increasing of student's vocabulary or not. Many of students use an Instagram as their social media. They use an Instagram to get an update from their friend's moment, to post their moment, to get such information from any kinds of account, and etc. Some of them also maybe follow any accounts that share knowledge about English. They who like to read motivational captions or quotes in English. When they read or watch a post, they accidentally get new words that they did not know before, this is where they get a new vocabulary.

The method that will be used to know how much influence does an Instagram to get more vocabulary by students is questionnaire. A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Febrian & Fadly, 2021; Yudiawan et al., 2021). The questionnaire will be spread through personal chat WhatsApp. The writer will send the question one by one to the students that used as a sample. They will answer in a specific way. The writer will provide such an option that will be choose by the students. The answer that will be provided is yes or no, agree or disagree and one an essay. This questionnaire will be conducted among English education students PI 17A writing class in Universitas Teknokrat Indonesia. This question will be spread to half of the students in that class that consist of 47 students, so the writer will just take for about 20-25 students as a sample. The question is like how often do they use Instagram, what tools do they use often, what accounts do they often follow and see, do they often see or follow an English account? Do they prefer watching videos or reading a caption? The writer will ask several questions related to how influential Instagram is as social media that can increase and improve students' vocabulary. The discussion of this study is to show that social media has a significant influence on student's vocabulary, how can they develop their vocabulary that can be used to their daily life such as to communicate to the others, to develop their speaking, listening, reading and also writing skills.

RESULTS AND DISCUSSION

The questionnaire is already spread to the sample. The writer got 28 responses and this responds are more than what the writer has been expected. The writer is already collected all the answer and got the result from the sample. Here are the results:

No	Question	Yes	No
1	Do you have an Instagram account?	28	-
2	Do you often use an Instagram?	27	1
3	Do you consider yourself as an active instagram user?	19	9
4	Do you often follow an account that that often post quotations or captions in English?	23	5
5	Have you ever quoted an English caption?	25	3
6	Do you often play an English video in Instagram?	19	9
7	Do you think that the use of an instagram influence your vocabulary?	23	5
8	Do you think that the use of an Instagram can increase your vocabulary?	22	6
9	Did you intentionally play English videos on instagram to increase your vocabulary?	12	16
10	Do you think that by reading a caption in instagram, it can increase your vocabulary than you read it in dictionary?	20	8

Table 1

From the result above, we can see that from 28 students in writing class has an instagram account and 27 from 28 students is often use thats application. In writing class, from 28 responses, we can see that an active user of an instagram is for about 19 students. 23 students from 28 responses, they are often follow an account that often post quotations or captions in English in order to learn more about english. From the account that often post an english captions, for about 25 students quoted that captions in order to remember the words or the vocabulary used in that captions. 19 students from 28 responses are often play an english video. From this, we can conclude that students prefer to read a caption

compared to play an english video. And for about 22 students use an instagram captions to increase their vocabulary. The use of an instagram to learn is effective because besides they see an update from someone they are also can learn inadvertently (Handayani & Aminatun, 2020; Mandasari & Wahyudin, 2021).

1. Disagree 2. Strongly disagree 3. Agree 4. Strongly Agree 5. Neutral

No	Question	1	2	3	4	5
1	An Instagram Influence Students Vocabulary.	2		20		6
2	By seeing Instagram videos, students can increase their vocabulary.	3	1	22		2
3	By reading an english caption in Instagram students can increase their vocabulary.	2		20	3	3

Table 2

From the result that the writer has collected, it can be seen that the use of an Instagram is influence and increase student's vocabulary. From the table, the number of the students is 20 students that agree if the use of an instagram influences their vocabulary and the number of the students that agree if the use of an instagram increase student's vocabulary is 22 students. And for about 20 students are agree that an english caption is increase their vocabulary. Most of them read an instagram English caption from any kinds of account to increase their vocabulary than watch it a video features that shared by any kinds of an Instagram account that share about English. It can be said that 78.5% of the sample is agree that the use of an instagram is influence student's vocabulary.

The writer also add one question, it is an essay question. The samples asked to write an account that they followed in order to increase their english vocabulary. Here are the result:

Questions	Answer

<p>Write down the account that often follow by you in order to increase your vocabulary.</p>	<p>Travellerid, An native speaker account (the sample forgot the account user), Toefl Vocabulary and Slang card, Kampunginggrislc, Mr. D (gurukumrd), quotes, thegoodquote, nabenglish, poemspor_, belajar_bahasa.inggris, onedirectionfc, and so on.</p>
--	---

Table 3

On the third table, there shows that many of those who deliberately follow the accounts on Instagram in order to learn English, especially to increase the vocabulary they have. from the responses the writer got, they followed the same account as @gurukumrd, many of them wrote this account. It shows that many of them learn english from this account in order to increase their vocabulary. This question is attached in order to see how seriously they learn and improve their vocabulary through this Instagram application.

CONCLUSION

In conclusion, the use of social media especially an instagram is very influence students vocabulary. Since this application is very familiar for everyone. From the sample also we can see that they are often use this apps to increase their vocabulary. This application can increase students vocabulary from the feature that is provide by them, both through a caption or a video, but from the samples, the writer knows that a captions feature is more effective than a videos. The writer suggest that the use of an instagram can used as well as possible, do not use it as a negative thing. We can learn from anywhere and at any time, so when we have media that is already available and we often use like this Instagram, why don't we use it as learning media.

REFERENCES

- Agustin, R. W., & Ayu, M. (2021). THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL. *Journal of English Language Teaching and Learning*, 2(1), 1–7.
- Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS' PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 1(2), 50–55.
- Amelia, D. (2021). UPAYA PENINGKATAN KOSAKATA BAHASA INGGRIS MELALUI STORYTELLING SLIDE AND SOUND. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(1), 22–26.

- Aminatun, D., Ngadiso, N., & Marmanto, S. (2019). Applying PLEASE strategy to teach writing skill on students with different linguistic intelligence. *Teknosastik*, 16(1), 34–40.
- Aminatun, D., & Oktaviani, L. (2019). USING “MEMRISE” TO BOOST ENGLISH FOR BUSINESS VOCABULARY MASTERY: STUDENTS’VIEWPOINT. *PROCEEDINGS UNIVERSITAS PAMULANG*, 1(1).
- Anuar, N. I. M., Mohamad, S. R., Zulkiffli, W. F. W., Hashim, N. A. A. N., Abdullah, A. R., Rasdi, A. L. M., Hasan, H., Abdullah, T., Deraman, S. N. S., & Zainuddin, S. A. (2020). Impact Of Social Media Influencer On Instagram User Purchase Intention Towards The Fashion Products: The Perspectives Of Students. *European Journal of Molecular & Clinical Medicine*, 7(8), 2589–2598.
- Apriyanti, D., & Ayu, M. (2020). Think-Pair-Share: Engaging Students in Speaking Activities in Classroom. *Journal of English Language Teaching and Learning*, 1(1), 13–19.
- Ayu, M. (2020). Evaluation Cultural Content on English Textbook Used by EFL Students in Indonesia. *JET (Journal of English Teaching)*, 6(3), 183–192.
- Ayu, M., Diem, C. D., & Vianty, M. (2017). Secondary school students’ English literacy: Use of interactive read aloud instructional strategy. *International Journal of Applied Linguistics and English Literature*, 6(7), 292–299.
- Booch, G., Rumbaugh, J., Jacobson, I., & Wesley, A. (1998). *Unified Modeling Language User Guide, The Unified Modeling Language User Guide, The Library of Congress Cataloging-in-Publication Data*.
- Borman, R. I., Putra, Y. P., Fernando, Y., Kurniawan, D. E., Prasetyawan, P., & Ahmad, I. (2018). Designing an Android-based Space Travel Application Trough Virtual Reality for Teaching Media. *2018 International Conference on Applied Engineering (ICAE)*, 1–5.
- Erya, W. I., & Pustika, R. (2021). STUDENTS’PERCEPTION TOWARDS THE USE OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL. *Journal of English Language Teaching and Learning*, 2(1), 51–56.
- Febria Lina, L., & Setiyanto, A. (2021). Privacy Concerns in Personalized Advertising Effectiveness on Social Media. *SIJDEB*, 5(2), 147–156. <https://doi.org/10.29259/sijdeb.v5i2.147-156>
- Febrian, A., & Fadly, M. (2021). The Impact of Customer Satisfaction with EWOM and Brand Equity on E-Commerce Purchase IntentioFebrian, A., & Fadly, M. (2021). The Impact of Customer Satisfaction with EWOM and Brand Equity on E-Commerce Purchase Intention in Indonesia Moderated by Cultur. *Binus Business Review*, 12(1), 41–51. <https://doi.org/10.21512/bbr.v12i1.6419>
- Handayani, E. T., & Aminatun, D. (2020). STUDENTS’POINT OF VIEW ON THE USE OF WHATSAPP GROUP TO ELEVATE WRITING ABILITY. *Journal of English Language Teaching and Learning*, 1(2), 31–37.
- Hootsuite. (2019). Digital 2019. *We Are Social & Hootsuite*, 76.
- Lina, L. F., & Permatasari, B. (2020). Social Media Capabilities dalam Adopsi MediLina, L. F., & Permatasari, B. (2020). Social Media Capabilities dalam Adopsi Media Sosial Guna Meningkatkan Kinerja UMKM. *Jembatan : Jurnal Ilmiah Manajemen*, 17(2), 227–238. <https://doi.org/10.29259/jmbt.v17i2.12455>
- Mandasari, B. (n.d.). AN ANALYSIS OF ERRORS IN STUDENTS’WRITTEN ENGLISH SENTENCES: A CASE STUDY ON INDONESIAN EFL LEARNERS. *16 November 2019, Bandar Lampung, Indonesia I*.
- Mandasari, B. (2016). An Analysis of Teachers’ Beliefs toward Authentic Materials in

- Teaching Listening. *Teknosastik*, 14(1), 19–25.
- Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 150–158.
- Muliyah, P., & Aminatun, D. (2020). Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices. *Journal of English Teaching*, 6(2), 122–133.
- MULIYAH, P., AMINATUN, D., Hakim, L. N., & SEPTIANA, L. (2021). MONKEY STORIES: A NEW MEDIA FOR DIGITAL ENGLISH LEARNING. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Novanti, E. A., & Suprayogi, S. (2021). WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY. *Journal of Research on Language Education*, 2(2), 83–87.
- Oktaviani, L. (2012). The use of media in teaching english at the first grade in SMP Al-Issah International Islamic Boarding School Batu. *Unpublished. Malang: University of Muhammadiyah Malang. Xiv*.
- Oktaviani, L. (2021). Penerapan Sistem Pembelajaran Dalam Jaringan Berbasis Web Pada Madrasah Aliyah Negeri 1 Pesawaran. *Jurnal WIDYA LAKSMI (Jurnal Pengabdian Kepada Masyarakat)*, 1(2), 68–75.
- Oktaviani, L., & Mandasari, B. (2019). Powtoon: Presenting SQ3R Implementation in Reading Class through A Web-Based Medium. *PROCEEDINGS UNIVERSITAS PAMULANG*, 1(1).
- Pratiwi, Z. F., & Ayu, M. (2020). THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS' SPEAKING SKILL. *Journal of English Language Teaching and Learning*, 1(2), 38–43.
- Putri, N., & Aminatun, D. (2021). USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK? *Journal of English Language Teaching and Learning*, 2(1), 45–50.
- Sari, F. M. (2016). Internet-based materials in enhancing college students' writing skill viewed from their creativity. *Teknosastik*, 14(1), 41–45.
- SARI, F. M. (2013). *IMPROVING STUDENTS' LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT THE FIRST YEAR STUDENTS OF SMA NEGERI 1 TANJUNG BINTANG*.
- Sari, F. M., & Putri, S. N. (2019). Academic Whatsapp group: Exploring students' experiences in writing class. *Teknosastik*, 17(2), 56–65.
- Sari, F. M., & Wahyudin, A. Y. (2019a). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64–73.
- Sari, F. M., & Wahyudin, A. Y. (2019b). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, 3(1), 64–73. <https://doi.org/10.26858/ijole.v1i1.7064>
- Schrape, J.-F. (2018). Social Media, Mass Media and the "Public Sphere". Differentiation, Complementarity and Co-Existence. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2858891>
- Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, 1(2), 44–49.
- Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. *Journal of English Language Teaching*

- and Learning*, 1(1), 1–6.
- Skill, T. E. (n.d.). *60TH TEFLIN INTERNATIONAL CONFERENCE SCHEDULE Day 2: Wednesday, 28th August 2013*.
- Wahyudin, A. Y., & Sari, F. M. (2018). The effect of Instagram on the students' writing ability at undergraduate level. *The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL)*, 1–10.
- Yudiawan, A., Sunarso, B., Suharmoko, Sari, F., & Ahmadi. (2021). Successful online learning factors in covid-19 era: Study of islamic higher education in west papua, indonesia. *International Journal of Evaluation and Research in Education*, 10(1), 193–201. <https://doi.org/10.11591/ijere.v10i1.21036>
- Yulianti, T., & Sulistyawati, A. (n.d.). ENHANCING PUBLIC SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 287–295.