

**THE STUDENTS' PERCEPTION OF UTILIZE INSTAGRAM
TOWARD VOCABULARY MASTERY AT SMK
MUHAMMADIYAH 2 BANDAR LAMPUNG**

This Thesis was Written as a Partial Fulfillment of the
Requirement for the Bachelor of Education Degree



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Saya tidak akan melibatkan pimpinan perguruan tinggi, fakultas, dan dosen pembimbing atas resiko hukum yang timbul dari karya ilmiah ini.

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Graduating late or not graduating on time is neither an embarrassment nor a crime. It would be ridiculous to judge someone's intelligence just by how quickly or slowly they were able to complete the test. Isn't the finished thesis the best thesis? Because there may be some factors that prevent someone from graduating on time, and trust me, I'm here is a completely good reason. May Allah SWT always protect and bless us all. Thank you.

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CURRICULUM VITAE



Puji Handayani is the name of the researcher. The researcher was born in Wonosari, Lampung Province on January 13, 1998. The researcher was born from the couple Samsudi and Sri Utami. The researcher is the third of the three siblings. In 2004 the researcher entered the Elementary School at Sekolah Dasar Negeri 1 Wonosari and graduated in 2010. Then the researcher continued her education in 2010 at SMP Negeri 1 Mesuji Timur and graduated in 2013. Then the researcher entered high school at SMA Negeri 1 Tanjung Raya and graduated in 2016. In 2018 the researcher was accepted as a student majoring in English Education at the Faculty of Teacher Training and Education at the Muhammadiyah Lampung University.

MOTTO

If you give something your full attention whatever it is, and examine it closely, it will come to attract your interest and care. Constant attention will turn an ordinary object into an extraordinary.

PREFACE

Praise be to Allah SWT for His presence, grace, and guidance. As is well known, one of the criteria for earning a Bachelor of Education degree is the completion of this thesis. With the help of many people and the best efforts of the researchers, the thesis titled “The Students' Perception of Utilize Instagram Toward Vocabulary Mastery at SMK Muhammadiyah 2 Bandar Lampung” can now be finished.

The preparation of this thesis is due to the researcher's maximum effort and the assistance of various parties who have helped both in the form of encouragement and material. On this occasion the researcher would like to express the appreciation and gratitude to:

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Bandar Lampung, 10th April 2023

Penulis

The Students' Perception of Utilize Instagram Toward Vocabulary Mastery at SMK Muhammadiyah 2 Bandar Lampung

Puji Handayani

ABSTRAK

Penelitian yang berjudul “The Students' Perception of Utilize Instagram Toward Vocabulary Mastery at SMK Muhammadiyah 2 Bandar Lampung” ini mengangkat masalah dari penggunaan Instagram pada kemampuan vocabulary siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah Instagram memberikan efek positif pada pembelajaran kosakata Bahasa Inggris. Populasi penelitian ini adalah siswa kelas XI Akuntansi di SMK Muhammadiyah 2 Bandar Lampung. Jumlah responden yang berpartisipasi dalam penelitian berjumlah 20 siswa. Penentuan sample dilakukan dengan menggunakan teknik purposive sampling.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner dan dokumen. Kuesioner akan disebar menggunakan Google form. Hasil analisis data yang diperoleh penulis menunjukkan bahwa sebanyak 49,5% siswa setuju bahwa menulis caption pada unggahan di Instagram dapat membantu siswa dalam kemampuan kosa kata, kemudian 40% siswa setuju dengan pernyataan bahwa Instagram adalah media sosial yang menyenangkan, dan 40% siswa tidak setuju. siswa sangat setuju untuk mulai belajar bahasa Inggris. Dengan tujuan menguasai kosakata dan mampu menulis caption bahasa inggris di Instagram.

Berdasarkan hasil tersebut, kesimpulan penulis adalah Instagram sebagai media pembelajaran bahasa Inggris berpengaruh positif terhadap kemampuan kosakata siswa dilihat dari persepsi siswa di SMK Muhammadiyah 2 Bandar Lampung tahun pelajaran 2022/2023 khususnya pada siswa kelas XI Akuntansi. Dengan demikian, pemanfaatan media sosial Instagram dapat digunakan untuk menarik minat siswa sebagai media pembelajaran kosa kata.

Kata kunci : kemampuan vocabulary siswa, media sosial, Instagram

The Students' Perception of Utilize Instagram Toward Vocabulary Mastery at SMK Muhammadiyah 2 Bandar Lampung

Puji Handayani

ABSTRACT

The research entitled "The Students' Perception of Utilize Instagram Toward Vocabulary Mastery at SMK Muhammadiyah 2 Bandar Lampung" raises the problem of using Instagram on students' vocabulary ability. The purpose of this research is to find out whether Instagram has a positive impact on English vocabulary learning. The population of this research were students of class XI Accounting at SMK Muhammadiyah 2 Bandar Lampung for the 2021/2022 academic year. The number of respondents who participated in the research amounted to 20 students. Determination of the sample is done by using purposive sampling.

The method used in this research is a qualitative method. Data collection was carried out using a questionnaire and documentation. Questionnaires distributed using the Google form. The results of the analysis of the data obtained by the researcher show that as many as 49.5% of students agree that writing captions on uploads on Instagram can help students in vocabulary skills, then there are data results of 40% of students are agree that Instagram is a fun social media, and 40% of students strongly agree to start learning English. With the aim of mastering vocabulary and being able to write English captions on Instagram.

Based on these results above, the researcher's conclusion is that Instagram as a media for English learning has a positive impact on students' vocabulary ability according to students' perception at SMK Muhammadiyah 2 Bandar Lampung in the 2022/2023 academic year, especially in class XI Accounting students. Thus, the use of Instagram social media can be used to attract students' interest as a media for vocabulary learning.

Keyword : students' vocabulary skills, social media, Instagram

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Nowadays, we live in a new millennium era while the improvement of technology will become a main part of our lives. The technology allows the increase of social media tools which are increasingly being utilized by humans. Consequently, social media as the product of recent information technology additionally has been covered within the field of secondary education, specifically for language teaching and learning. The popularity of social media including Facebook, Twitter, WhatsApp, and Instagram have also been well-known through students these days. Further, the functions of Web 2.0 are used well through a few English teachers to convey social media into the classroom that facilitates the researching process.

Language is one of the means of human communication that can be used to exchange information, for example English. English is one of the foreign languages that must be mastered by everyone, especially students. Furthermore, English is a subject that is required in the curriculum of junior high school, senior high school, and also university. According to Listiany (2016) as we understand, English as a language has 4 fundamental abilities that need to be discovered to offer respectable communication, that are listening, speaking, reading and writing. Even though, there are a few factors that need to be discovered including grammar, vocabulary, pronunciation, and so on, hence we are able to assure higher ability in English communication.

Human language can convey desires, expressing ideas and feelings to others through the use of words or vocabulary.

Students who have the motivation for future desires will usually be more active to improve their foreign language skills, moreover they can learn not only in the classroom but also outside the classroom. Teachers are required to be innovative when using technology as a teaching tool since motivating students to learn is important as is helping students to expand their vocabulary. Such things as books, magazines, newspapers had been a few way of vocabulary acquisition media in the earlier time. Because the time is going, audio visual media including recording tape, video, and television have become a new media of vocabulary researching because it attracted more interest especially for youngsters and teenagers.

Researcher who have completed internships at SMK Muhammadiyah 2 Bandar Lampung can determine whether the students' language skills are still lacking based on their experience. Students who struggle with English proficiency also lack the drive to engage in educational activities. Students are disinterested in English learning and feel bored and unmotivated. Additionally, this issue will eventually result in more severe situations with low instructor motivation, a lack of helpful resources and methods, and a boring teaching routine.

Based at the background above, the researcher would like to discover any correlation among students activeness in social media and its benefits for

students, in this situation is Instagram and students' English vocabulary mastery. Therefore, this phenomenon turns into reasonable to be carried out a good way to determine out how this media is in improving students' vocabulary and to help self-researching outside and inside the classroom. On the same time, involving students' interest toward Instagram on this research is considered important, due to the fact interest is one of the important elements that could have an impact on the learning way. The researcher got interested in understanding whether students are interested in learning in different formats and media, thus the researcher tried to determine whether using Instagram as a learning tool for vocabulary acquisition has any beneficial impacts, according to students' perception. Finally, the researcher decide to conduct a research entitled "The Students' Perception of Utilize Instagram Toward Vocabulary Mastery at SMK Muhammadiyah 2 Bandar Lampung".

1.2 The Problem of Research

According on the background above, the researcher formulates the formulation of teh problem/research questions as observe:

1. What is the impact of using Instagram on students' vocabulary mastery?
2. What is students' interest in vocabulary learning through Instagram?

1.3 The Purpose of Research

According to at problem statements above, the objective of this research are mainly aimed at comply with:

1. Identify to find out the use of Instagram as a media for vocabulary learning mastery.
2. Identify to find out the use of Instagram to attract interest students in vocabulary learning mastery.

1.4 The Significance of Research

At the same time as practically, the researcher hopefully this research could be beneficial many people such as for teachers, students and other researchers.

1. The researcher hopes this research can be a good guide for the teacher to find a new information and reference to teaching vocabulary mastery by using social media especially Instagram.
2. The researcher hopes this research can be more interested and motivated when students using social media, especially Instagram to learn vocabulary mastery.
3. This research hopefully can give information for further research.

1.5 The Limitations of Research

In this research, the researcher only focused on there is the application of using Instagram towards students' vocabulary mastery. The researcher will use google form to collect the data from the participants. The participants was eleventh grade students at SMK Muhammadiyah 2 Bandar Lampung.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary

Vocabulary is one of the indicators of whether or not a language student has succeeded in acquiring the language. The persons vocabulary are included words that they may be familiar with or research. As we become older, our vocabulary normally grows and develops into a crucial component of our communication or understanding. Acquiring a large vocabulary is a major obstacle in explore a foreign language. Meanwhile Sari Baso (2014) One of the most important components of learning a foreign language is developing one's vocabulary, which is what we teach first when learning a new language. It can be interpreted that vocabulary mastery plays an important and very basic role in communication skills. Everything that has a meaning that comes from words, gestures, speechs, expressions, and symphonies of sounds is referred to as vocabulary. According to Bai (2018) it is important to have a large and consistent vocabulary for creating sentences and communicating ideas and meanings. Vocabulary could be defined as a list of words and their meanings that are used in a foreign language.

According to Nurdiniawti (2018) vocabulary apparently has a lot of benefits and this is very important for learning, especially for students who really want to master English skills. Hence vocabulary learning is a continuous process to find new words in a meaningful and well-understood context. When learning a second language or foreign language, vocabulary becomes an

important element that students must learn. The main thing is that without learning sufficient vocabulary, English or foreign language learners can not understand and convey well written or spoken texts to others. It would indeed be not possible to research a foreign language without researching vocabulary. The problem that is often faced by foreign language learners is the difficulty in improving their vocabulary mastery.

Mastering vocabulary is the strong approach when need to convey thoughts, feelings or emotions to others clearly. The assignment of meaning to words in writing, speaking, listening, or reading requires the use of vocabulary, that is the foundation or basic of a language. This is why that vocabulary has an influence in language and is the most effective key for students in improving their foreign language skills.

Therefore, it is essential for language teachers to take into account the characteristics of teaching materials. Once it is achieved, the teaching and learning activities will be engaging and will help to achieve the intended learning objectives. Accordig to Bušljeta in Dhaki & Fitria (2019) outlined the five purposes of instructional materials, including (1) inspiring students, (2) fostering creativity, (3) eliciting prior knowledge, (4) facilitating the understanding, decoding, organizing, and synthesizing of educational content, and (5) influencing the development of various abilities.

2.1.1 The importance of vocabulary

Based on some of the definitions described above, the researcher can conclude that vocabulary is an important supporting element or aspect in learning a foreign language. High vocabulary mastery will help a person to be able to convey his wishes or feelings well. In speaking, writing or reading we need a very diverse vocabulary so that we cannot think of vocabulary as learning that can be abandoned. Extensive vocabulary knowledge, students can easily understand a conversation, discussion and also text. Therefore, collecting vocabulary must be important for students who want to become fluent in a foreign language.

2.1.2 The kinds of vocabulary

According to Meydina (2020) in English there are four kind of vocabulary :

- 1) Content of words, constitute Nouns are names of objectives or some thing such as rabbits, cars, and restaurants. while the verbs are descriptions of actions with things like eating, playing, and researching. Adjectives are describing the characteristics of objects, such as thin, beautiful, small and large. Adverbs are words that have indications such as frequency of meaning, manner, place, and degree, for example at this time, smart, here.
- 2) Funtion words are words that can be used as a way to express grammatical or structural relationships. Which includes

conjunction (yet, nor, so) preposition (on, at) pronouns (he, your).

3) Substitute words are those that represent certain things, people or actions as a substitute for the whole class of words (anyone, someone, anybody).

4) Distributed words, those are distributed in the according to grammatical mater as presence or absence of noun and negative.

Such as: any, either, and neither.

From the reason specifically notes there had been four kinds of English vocabulary: content of words, function of words, substitute of words and distributed of words. It is able to be concluded that the vocabulary its words that have a which means each and can be used to transfer the message from the writer or speaker for the reader or listener inside the communication community. Therefore, the students need to research vocabulary well.

2.2 Instagram

Kevin Systrom and Mike Krieger are the two founders of Instagram. In October 2010 Instagram was inaugurated as a social media application that can be used for free. Instagram itself can be used to upload photos, videos and share them publicly or privately on their own accounts. Instagram's distinguishing features with Facebook and Twitter even come to be the principle features of Instagram are upload photos. Photos to upload pre-editable with effects which exists. The uploaded photo is within the shape of

square like polaroid digital camera for show the privilege of Instagram. Additionally to like the images and videos that other users share, users can also leave comments. Different features that now not owned by using other social media is when the photo is going to in the popular page, which is where it became a group of popular photographs from around the world at the time.

According to Carpenter, Morrison, Craft & Lee (2020) Instagram has become a popular social media, following this functions such as taking photos and applying various kinds of interesting filters. As a social media platform that is very famous among students and young people, students are already familiar with Instagram. There are many things that students usually do when using Instagram such as, to post personal information such as photos and videos, and write captions on Instagram. As a result, teacher should explore Instagram as a new foreign language learning media that can excite students attention and passion. Teacher can invite students to use Instagram to post photo or video as vocabulary exercise, and then encourage them to make sentence or caption in English using the vocabulary they learned for the post content. Moreover, students can research through updating in their social media with English caption, reading a timeline, posting a few picture and video. Based on the example above, this activity can help students to put the vocabulary they already know in the caption of their post. Due to consciously or unconsciously students have carried out vocabulary learning activities through social media applications.

The popularity of Instagram symbolized a shape of technological development as evidenced through the upward thrust in Instagram, users per year. Instagram can be a photo sharing application that allows users to require pictures, observe digital filters, and share them on various social networking service, such as Instagrams'. Social media Instagram is appreciated through many users because it has the benefit and speed of uploading various pictures and videos with diverse filter effects to be had at the Instagram feature. According to Yudiawan & Ardianto (2021) Instagram as a social media has various and interesting features. The features such as:

- a) Home page. This is the main page that displays the latest or trendy photos, videos and news. All photo and video posts can be commented on through the comments column below the post.
- b) Profile. On this page we can see the profile or personal data displayed by the account owner.
- c) Feed. The uploads that are made to Instagram accounts and shown on the user's profile page will be included in this feature, whether they be photographs or videos. The elements of the feed, such as:
 - Caption. To strengthen the message in the posted photos or videos, we can add a few sentences or titles to the post.
 - Hashtag. Hashtags are word-shaped labels that begin with a fence-shaped symbol (#). This function is important because it can actually make it easier for users to find photos on Instagram with positive vibes.

According to Bestari, Faiza & Mayekti (2020) there are about 400 million active Instagram users and there are 40 million photos that have been shared through the Instagram application. Additionally, as a video and photo sharing application, Instagram can also be a social media used to establish relationships with other people around the world, they can follow each other's Instagram accounts. Users can also like and comment on other people's posts through the provided column. Likes and comments can be displayed or hidden from the public. When displayed, everyone can see how many "likes" the posted photos and videos have. The "comments" also make it easier when other people have questions or want to interact with other users. In addition, users can also interact by sending messages through "direct messages" that have been provided on Instagram application. In the available settings, the user can choose to make the profile look "public" or "private" as the user wishes. For this purpose the user is given the choice of whether they want to grant access to others to be able to view their profile.

Nowadays students use social platforms, like Instagram, even during classes. According to Sheldon (2019) utilizing social media in class to learn is enjoyable, but unfortunately, not many teachers are doing it, and some teachers are using it wrongly, thus students recommend that teachers be more participatory and thoughtful. According to Liany, Tulung, & Lasut (2021) Instagram can not only be used for personal use; It can also be used as a tool for teachers to give assignments in class. For example, teachers can ask students to take photos or videos as classwork or as homework. After that the students can post it on their own account, or class account, and then they can

discuss about the post. Also the teacher may ask students to take photos or videos being the assignment, then post them in their personal accounts. Afterwards, ask students to write the captions that explain about their posts in English. Wherefore students become more creative in writing skill as well as in vocabulary because the students can put in any words or sentence they learn into a photo and video posts.

According to Walsh, Dr. Ruben Puentedura's SAMR in Kamal (2019) here's an illustration of how Instagram might correspond to the SAMR model. (a) Substitution: Students photograph their homework (rather than write it down), (b) Augmentation: Students can curate photo collections using hashtags. (c) Modification: Students add remarks and classmates' names to videos or images. They can review the archive of the talks after leaving comments on posts or participating in discussions under postings. (d) Redefinition: Students can use Instagram to share videos they've made showcasing their understanding of a subject with a large audience in order to get feedback.

Through the Instagram application, students can use it as a media to improve English vocabulary mastery. By following Instagram users who often provide tips or how to learn foreign languages, students can increase their knowledge of vocabulary mastery. After students research and see what they have seen, make sure students can describe or write down their daily lives or experiences with good vocabulary. Students need additional learning media that allows students to carry out learning activities anytime and anywhere. Technology can be the right supporting media to be used by students in helping learning

activities. According to Pujiati & Tamela (2019) Instagram is a well-liked social media platform among youngsters because to its intriguing features and speedy sharing of different types of news from across the world. Students can also use Instagram to practice and develop their vocabulary by adding captions to each photo they post to the platform.

Therefore, technology has helped students in carrying out learning activities in a fun way, in this case Instagram. Based on previous researchers, the researcher found that this reserach has the same goal, namely to find out whether students have an interest in using social media for learning activities. The researcher conducted further discussion about the caption area on Instagram which was used as a media for student learning to practice vocabulary mastery through their Instagram accounts and how students used captions on Instagram to practice their writing and vocabulary mastery.

2.3 Learning Interest

To clarify what the true meaning of interest, According to Sutarto, Sari, & Fathurrochman (2020) student interest is still high in following the learning process. Interest is a feeling where a person has thoughts, concerns and feelings that can be temporary or permanent about something. Student's interest highlights an individual's steady desire for certain materials. Interest immediately reflects a strong personal desire to well enjoy and appreciate a particular subject or activity in every situation. There are several indicators that exist in students' interest in learning which include feelings of interest, pleasure or happiness, positive and attentive. In addition, student's interest is

a stable and fundamental state that is activated under certain conditions. For example, students who are interested in English are likely to be interested and enjoy their time learning about English. It means that the success or failure of the achievement of learning objectives depends a lot on how the process of learning activities experienced by students.

According to Senolinggi (2020) that interest are (1) an attitude of attention to things that are liked; (2) the feeling that activities, objects and hobbies have meaning; and (3) motivating to direct someone to a certain goal. Passion that is owned in things that are important or loved can give a person the desire to give the best results. That is why interest is an important part in the development of student learning process. Students who have a certain interest in certain materials will definitely have the desire and ability to learn the material more quickly and easily.

There are a few factors involved in student interest when following the learning process. Each fact has its own role to help students have an interest in learning. So that these factors become part that must be considered when teachers want to increase student learning interest. According to Kurniawan, Kurniawan & Wijaya (2021) There are two factors that influence student learning interest, including: (1) Internal factors, these internal factors come from within students which can be caused by physiological and psychological factors. For example, low of concentration, feelings of fear, or students are unable to understand the material that the teacher has given; (2) External factors, these external factors can come from outside the students themselves

or can be interpreted as coming from the surrounding conditions caused by social and non-social factors. For example, the low of teacher support, having family problems, or not fulfilling infrastructure facilities by students so that they can not provide the best results in the learning process.

Based on some of the definitions described above, the researcher can conclude that interest is a condition in which a person has a caring attitude towards something he likes. When students are involved in these activities, their feelings about these things will make students exciting. The joy that kids feel will also be proportional to their interest. Students that are enthusiastic about their subject will complete the allotted task without complaint. Thus providing behavior and encouragement to do something better. Increasing student interest is a good thing for students to stimulate and motivate them to focus and love learning, especially English vocabulary learning.

2.4 Previous Researchs

Other past researchs that are connected to this research were used by the researcher for this research. A few researchers have published their finding, which are given here.

The first is "The Impact of Using Instagram for Increasing Vocabulary And Listening Skills," which is the title of this research. Agustin & Ayu (2021), students from Universitas Teknokrat Indonesia. The researcher then employs a descriptive qualitative research method for this research, and a questionnaire was used to collect the data. The researcher wants to know if

Instagram has any impact on improving vocabulary and listening skills in English learning. This research finds that Instagram has a good impact on the listening skills and vocabulary of English language learners.

The second research topic is “Instagram: How Do Students View On It In Speaking Classroom”. This research has been studied by Devi, Virgiana & Auli (2020), student at Universitas Baturaja. The researcher then employs a descriptive qualitative research method for this research, and a questionnaire was used to collect the data. The researcher wants to know what students think about using Instagram to improve their speaking skills. The finding of this research, students respond positively to Instagram, and it can assist them enhance their speaking skills.

The third research, there are four instructions used when vocabulary learning and the social media used is Twitter, which was put forward by the researcher: Rambitan (2013) in his thesis entitled, "Penggunaan Twitter Dalam Belajar Kosakata Bahasa Inggris (Persepsi Mahasiswa)". Data was collected by giving questionnaires to participants. This research was conducted on students of the Faculty of Letters at Sam Ratulangi University. This research is part of second language control. The method used in this research is qualitative, to provide answers to the questions in the research. The results of this research indicate that the four instructions used have a positive impact on participants in improving vocabulary mastery through the use of Twitter because it can increase their English vocabulary.

The fourth research is related research conducted by Ibrahim (2013). The title of the research is about "The Effect of Facebook Usage on Improving Writing Skills In English", and the researcher uses a quasi-experimental research. For data collection, the researcher used an experimental group and a control group. The experimental class is taught using Facebook in teaching writing while the control class is taught traditionally without the Facebook application. The researcher asked the students to talk freely through social media. The writing task is focused on the main characteristics of writing, namely mechanics, usage, and sentence formation. The results obtained in this research is the influence given from the use of Facebook on improving students' writing skills.

The fifth research is related research conducted by Listiany (2016) the title of this research is "The Effectiveness of Instagram Writing Compared to Teacher Centered Writing for Teaching Writing Recount Text to High and Low Motivated Students". This research was conducted aimed at testing whether the use of Instagram would be effective compared to teacher-centered learning to teach recount text to students. This research was conducted at SMP Kesatrian 1 Semarang. This research was conducted using a quasi-experimental research with 40 students. The students were divided into two groups, namely experimental and control. In learning that uses Instagram as a media, it will be taught to the experimental group, while teacher-centered learning will be given to the control group. The results obtained from this research concluded that teaching recount text using Instagram resulted in better performance. In addition, the post-test t value is

higher than the critical value, which means the difference is statistically significant.

Based on several previous researchs above, the researchers can conclude that the use of technology and social media in learning activities can have a positive impact and help provide updates in learning strategies implemented by teachers in the classroom. The use of social media in the learning process has clearly provided many good benefits, the researchers are interested in conducting this research. The differences between this research and previous research are the object, subject and time of the research.

2.5 Theoretical Framework

The theoretical framework of this research is described as follow:

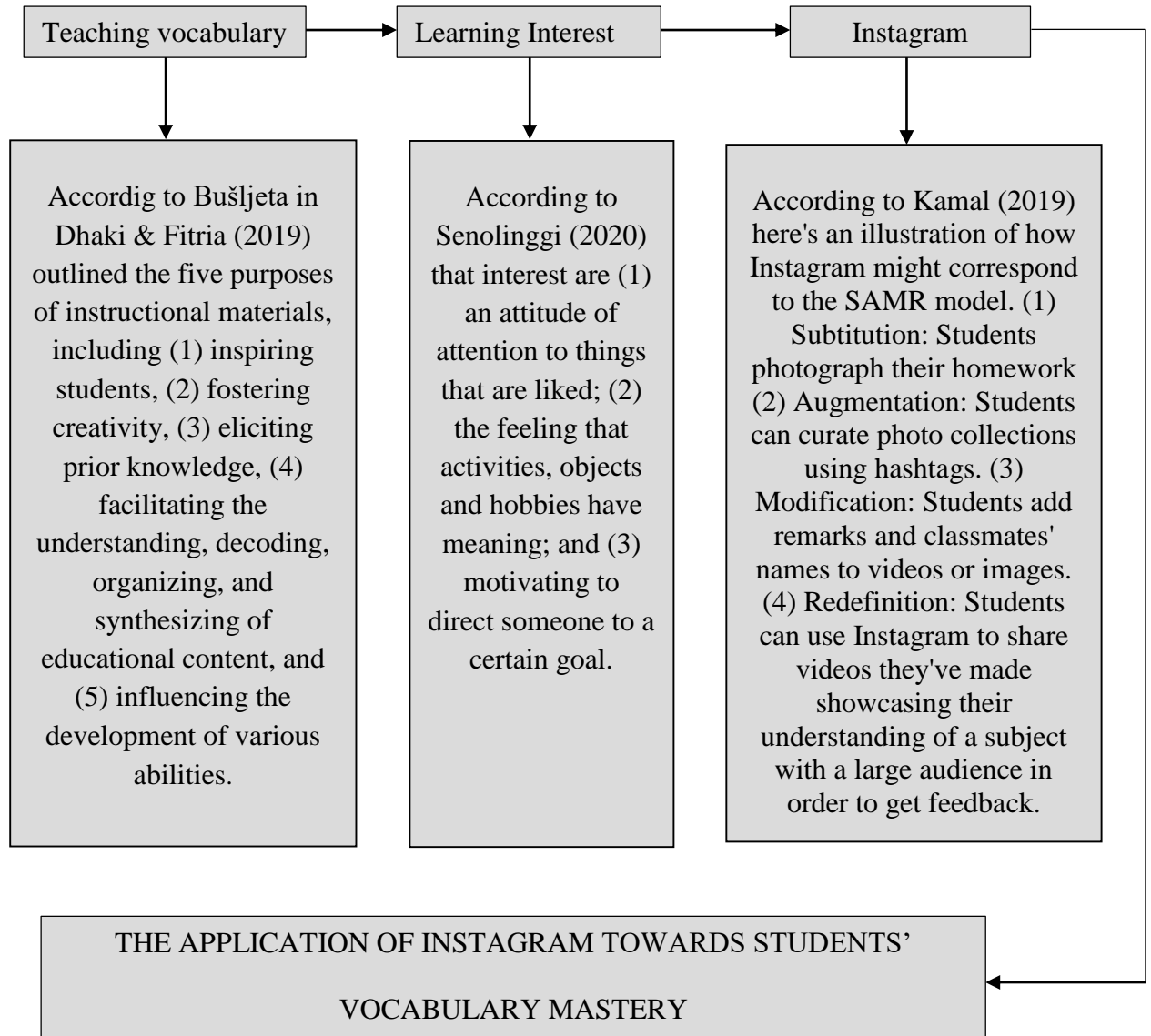


Figure 2.1 Theoretical Framework

The theoretical framework employed in this research is described as clearly as possible by researcher. According to some of the research finding that the researcher have described above, using Instagram as a tool for English learning is a smart idea. The researcher will send questionnaires to participants in the research through a Google form to determine whether or

not Instagram use can affect students' vocabulary mastery at SMK Muhammadiyah 2 Bandar Lampung.

According to Pujiati & Tamela (2019) Instagram is a well-liked social media platform among youngsters because to its intriguing features and speedy sharing of different types of news from across the world. Students can also use Instagram to practice and develop their vocabulary by adding captions to each photo they post to the platform. In this way it is hoped that students' interest and motivation in participating in learning activities will increase and have an impact on English language skills, especially vocabulary. The researcher hypothesis is that using Instagram as a learning media can have a positive impact on students' vocabulary mastery based on the students' perception at SMK Muhammadiyah 2 Bandar Lampung. This hypothesis is made based on the previous reseach and theoritical framework.

CHAPTER III

RESEARCH METHOD

3.1 Research Method

This research used qualitative research methods. Qualitative research try to find and to fix a problem from a whole phenomenon. This research approach was chosen because qualitative research helps researcher to investigate the level of Instagrams' impact of vocabulary learning mastery through Instagram. According to Sidik, Choiri & Mujahidin (2019) the goal of qualitative research is to comprehend the phenomena that the research's subjects encounter. It means qualitative method is a way to collect information from the opinion of the participants and this research uses qualitative to identify the perspective of the desired contributor based on real information obtained from the participants.

Use case study to make up the research design for this research. According to Fitria & Luthfiyah (2018) case study are a strategy for researching and looking into an individual-related event or phenomenon. This case research was chosen by the researcher in order to learn more about Instagram's impact on pupils' vocabulary mastery.

3.2 Research Location And Data Resource

This research was conducted in 8-22 November 2022, research location at SMK Muhammadiyah 2 Bandar Lampung. The researcher turned into selected the school as a research location because it had previously

accomplished an internship in SMK Muhammadiyah 2 Bandar Lampung. So that researcher approximately has knowing the situation at the school.

Having the right types and sources of data to obtain complete, clear, accurate and valid data information regarding the research object is important. According to Siyoto & Sodik (2015) primary data is information that researchers have gathered or gotten directly from the data source. Primary data is often referred to as original data or new data that is current. Secondary data is information that researcher have gathered from a variety of already-existing sources (researchers as second hand).

3.3 Research Subject and Object

This research include one class SMK Muhammadiyah 2 Bandar Lampung. The population for the study was then composed of Akuntansi eleventh graders. 20 students took part in the study. Purposive sampling was used to choose the participants. Purposive sample technique with special considerations or special selection, according to Siyoto et al. (2015). Because the selected participants must adhere to conditions like having an Instagram account and regularly using Instagram.

3.4 Technique of Collecting Data

A questionnaire and documetation are the instrument used in data collection. According to Arikunto (2019) questionnaire is a set of written questions that will be given to respondents to collect information. Questionnaire data will be explained descriptively to answer the research questions. In data

collection, questionnaires will be distributed using google form as a research instrument. This is done to find out whether there is a positive impact of using Instagram in vocabulary learning based on students' perception. There are 25 questions total. Students will be given a few statements to choose from, with "strong agree," "agree," "neutral," and "not agree" being the most common responses. The following steps were taken:

- 1) The researcher will ask the students whether they are willing to participate as a sample in this research.
- 2) The researcher will invite students who are the research samples to join the WhatsApp group that is used to share the Google Form link.
- 3) The researcher will share a google form link containing a questionnaire to students through the WhatsApp group.
- 4) After the Google Form link is shared, the researcher will explain in advance how to fill out the questionnaire to students.
- 5) The researcher will wait until all of the students have completed the Google Form questionnaire.
- 6) After the students have finished filling out the questionnaire, the researcher will begin to collect data from the Google Form.
- 7) Then the researcher will start to analyze the data that have been obtained from the students.

The researcher also collects the documents to collect the data. According to Siyoto et al. (2015) the documentation approach, which is a way of looking for information on the elements of notes, transcripts, books, newspapers, magazines, inscriptions, content meetings, lenger, agendas, and others. In

using this documentary method, researcher hold check-lists to look for preset factors. Researcher only need to put their signatures on a check or a tally when the desired variable is present. Adding free-ranging or ambiguous items to the list of variables allows researchers to employ free-form phrases. Therefore, the researchers consider the posts of photos, videos, captions, comments and "followers list" from Instagram accounts of participants as an important document for research thesis. The researcher makes a screenshot of their photos, videos, captions and comments that speak English and screenshots "the followers" of Instagram accounts of the participants they visit to learn English.

3.5 Technique of Analyzing Data

The researcher collected the research data and then evaluate it to determine the answers to the research's clear questions. According to Sidiq, et al. (2019) data analysis technique include data reduction, data display, and drawing conclusion, as follow:

1. Data Reduction

Data reduction means summarizing, choosing the main things, focusing in the important things. In data reduction, each researcher will be guide by the goal to be achieve. The main goal on the qualitative research is on the findings.

2. Data Display

After the data has been successfully reduced, the next step is to data display. In qualitative research the process of presenting data can be

done in the form of brief description, charts, relationship between categories, flowcharts and so on.

3. Drawing Conclusion

The third step in qualitative data analysis according to Miles and Huberman technique is drawing conclusion and verification. The initial conclusion put forward are still temporary and will change if no strong evidence is found to support the next data collection stage.

The following steps used to analyze the data:

- 1) The first step involved researcher reading and collecting all of the students' responses to the surveys on Google Form.
- 2) The second step, the data obtained in the questionnaire will be made in the form of a descriptive and given an explanation in the form of frequency and percentage.
- 3) The researcher needs to put into a table whether the result of the questionnaire is in the "strong agree," "agree," "neutral," and "not agree" category.
- 4) The researcher conveys and generate the descriptive information of finding analysis about the impact of Instagram towards students' vocabulary mastery.
- 5) The final step was drawing a conclusion in light of the data analysis. The researcher will draw a conclusion based on the finding once they have solved the problem topic.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research finding and discussion. As previously stated, the researcher conducted qualitative research. This research conducted at SMK Muhammadiyah 2 Bandar Lampung. This research used primary data obtained from the responses of respondents to the questionnaire shared with the Google form through WhatsApp Group. The respondents in this research were eleventh grade Accounting students. The researcher should discuss data processing results after the questionnaires distributed to the respondents completely was collected.

4.1 FINDING

In this section, data were collected from 20 students. The questionnaire was distributed which are 25 questions through Google form. There are several statements in the questionnaire that can be selected as respondents' answers, including "strongly agree", "agree", "neutral", and "disagree".

The figure below show the results of the answers submitted by respondents on the Google form. The researcher will analyze the answers that was submitted by respondents, as follow:

1. The students are Instagram users

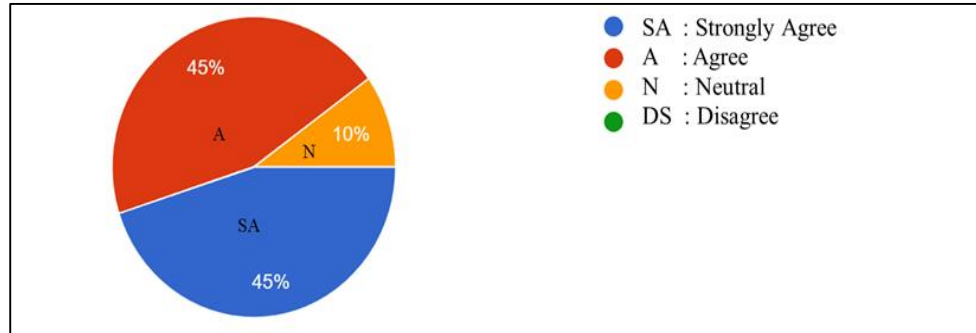


Figure 4.1: The percentage of students as Instagram users

The data obtained shows the result that 45% of students strongly agree, 45% of students agree, then 10% of students neutral and 0% of students are disagree. From the data above, the researcher conclusions that students actively use Instagram social media.

2. The students use Instagram frequently

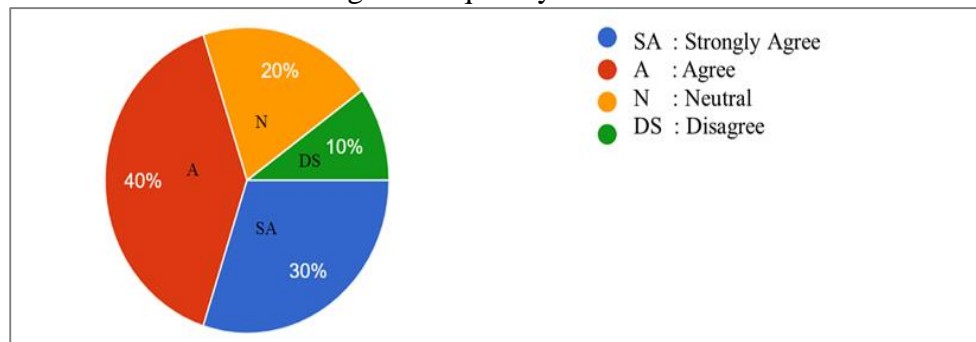


Figure 4.2: The percentage using Instagram frequently

The data obtained shows the result that 30% of students strongly agree, 40% of students agree, then 20% of students neutral towards the statement and there are 10% of students disagree. From the data above, the researcher

conclusion that many students agree that they use Instagram social media frequently.

3. The students have more than one Instagram account

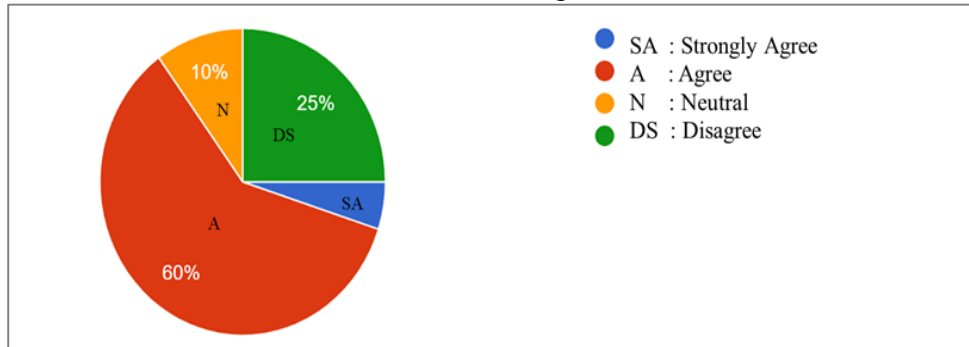


Figure 4.3: The precentage has multiple Instagram account

The data obtained shows the result that 5% of students strongly agree, then 60% of students agree, 10% of students neutral and 25% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statement that students have more than one Instagram account.

4. The students likes Instagram than other social media

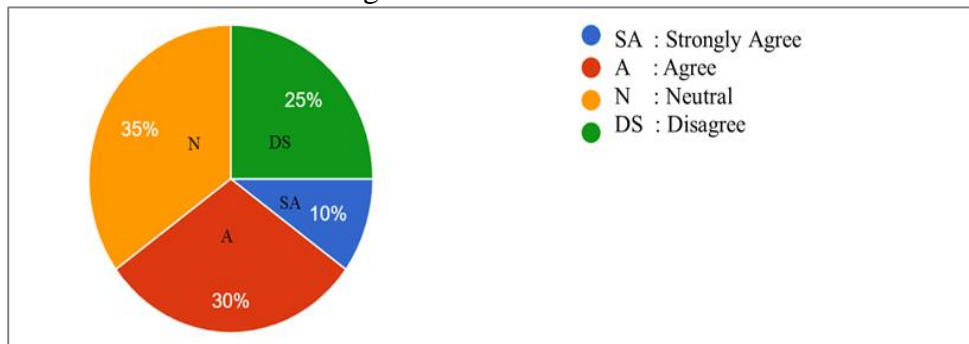


Figure 4.4: The precentage likes Instagram than other social media

The data obtained shows that 10% of students strongly agree, 30% of students agree, then 35% of students neutral and there are 25% of students disagree. Based on the data above, the researcher conclusion that students agree with the statement that students like Instagram better then other social media.

5. Instagram is more fun than any other social media

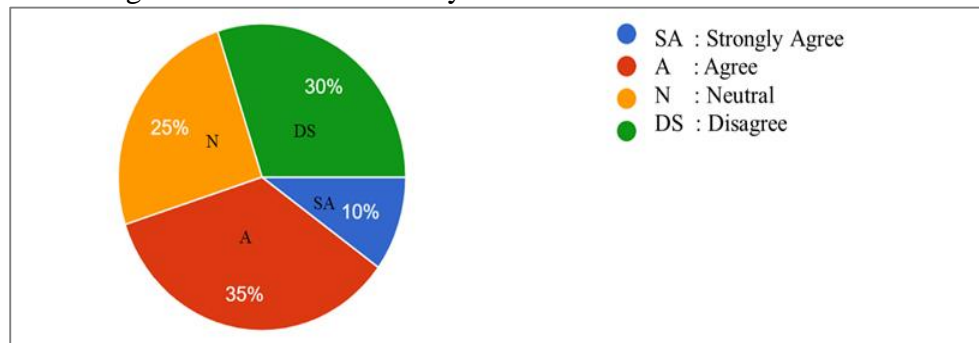


Figure 4.5: the precentage Instagram more fun than other social media

The data obtained shows that 10% of students strongly agree, then 35% of students agree, 25% of students neutral and there are 30% of students disagree. Based on the data above, the researcher conclusion that more students agree that Instagram is more fun than any other social media.

6. The students have a lot of Instagram followers

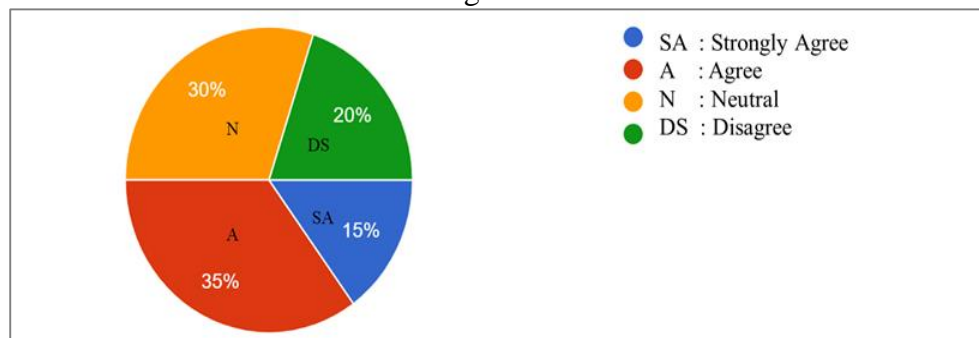


Figure 4.6: The precentage have a lot of Instagram followers

The data obtained shows that 15% of students strongly agree, then 35% of students agree, 30% of students neutral and there are 20% of students disagree. Based on the data above, the researcher conclusion that most students choose to agree with the statement that students have a lot of Instagram followers.

7. The students have foreigners' friends on Instagram

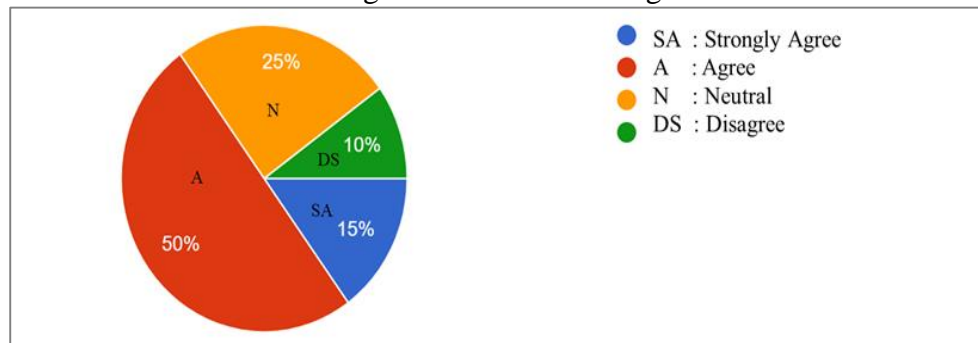


Figure 4.7: The precentage have foreigners' friends

The data obtained shows that 15% of students strongly agree, then 50% of students agree, 25% of students neutral and there are 10% of students disagree. Based on the data above, the researcher conclusion that many students agree with the statement that students have foreigners' friends on Instagram.

8. The students can use Instagram for hours

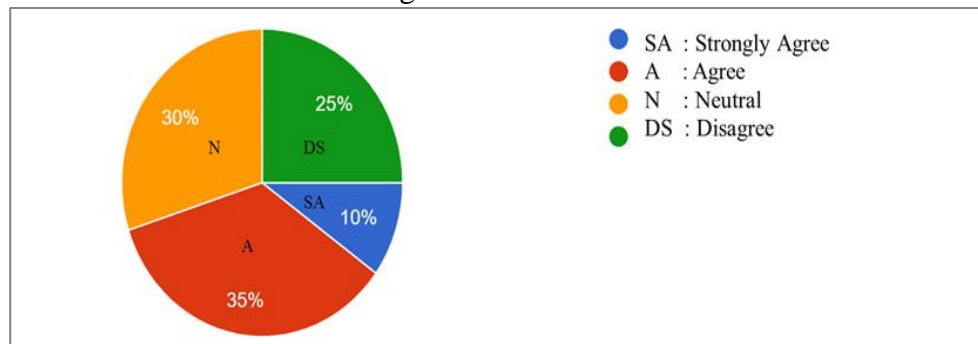


Figure 4.8: The precentage using Instagram for hours

The data obtained shows that 10% of students strongly agree, then 35% of students agree, there are 30% of students neutral and 25% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statements that students can use Instagram for hours.

9. The students often upload photos/videos on Instagram

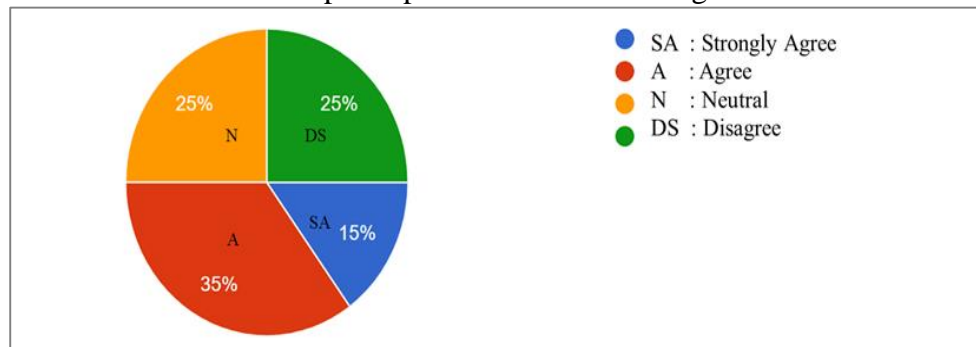


Figure 4.9: The precentage often upload photos/videos

The data obtained shows that 15% of students strongly agree, then 35% of students agree, 25% of students neutral and there are 25% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statement that students often upload photos/videos on Instagram.

10. The students always write captions on their uploads

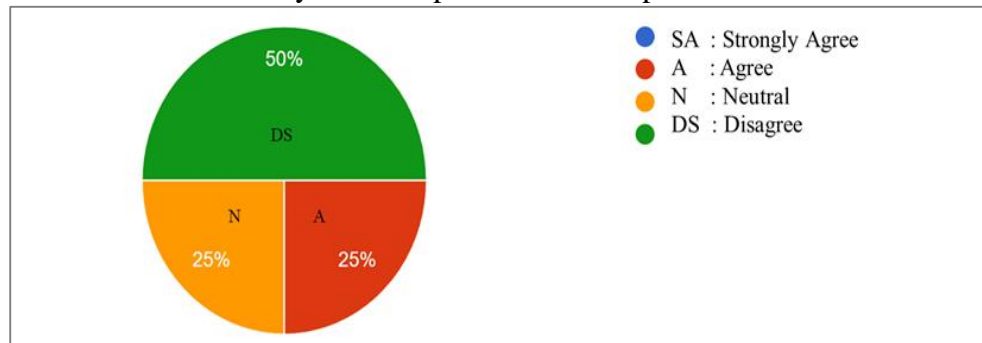


Figure 4.10: The precentage students always write captions

The data obtained shows that 0% of students strongly agree, 25% of students agree, there are 25% of students neutral and then 50% of students disagree. Based on the data above, the researcher conclusion that most students disagree with the statement that students always write captions on their uploads.

11. The students always use English as captions

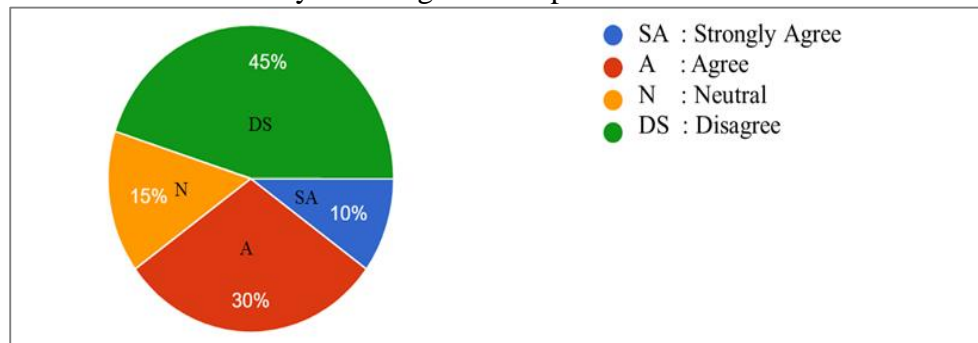


Figure 4.11: The precentage students use English as captions

The data obtained shows the result that 10% of students strongly agree, then 30% of students agree, 15% of students neutral and 45% of students disagree with this statement. Based on the data above, the researcher conclusion that most students disagree with the statement that students always use English as captions.

12. The students write captions in English because like English lessons

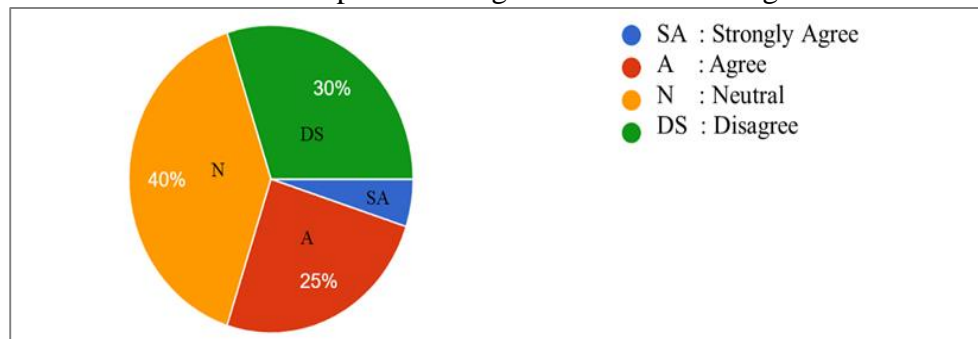


Figure 4.12: The precentage write English captions because likes English

The data obtained shows the result that 5% of students strongly agree, then 25% of students agree, 40% of students neutral and 30% of students disagree. Based on the data above, the researcher conclusion that most students choose neutral towards the statement that students write captions in English because the students like English lessons.

13. The students use the known vocabulary to create an English captions

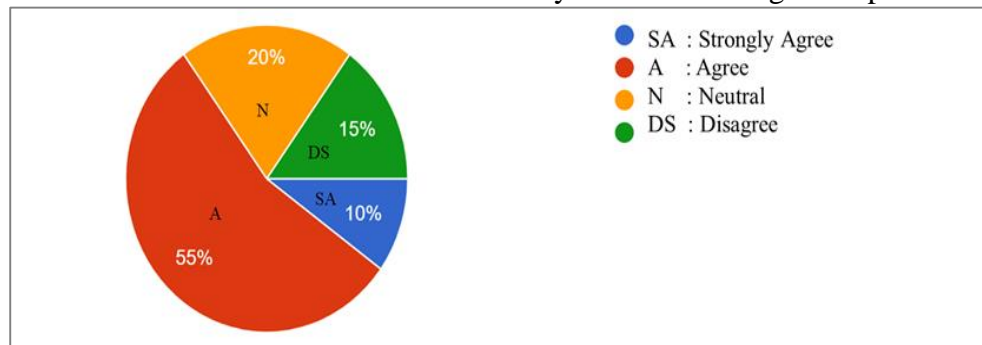


Figure 4.13: The precentage using the known vocabulary as captions

The data obtained shows that 10% of students strongly agree, 55% of students agree, 20% of students neutral and 15% of students disagree. Based on the data above, the researcher conclusions that most students agree with the statements that students use the known vocabulary to create an English captions.

14. The students use a translator applications to create an English captions

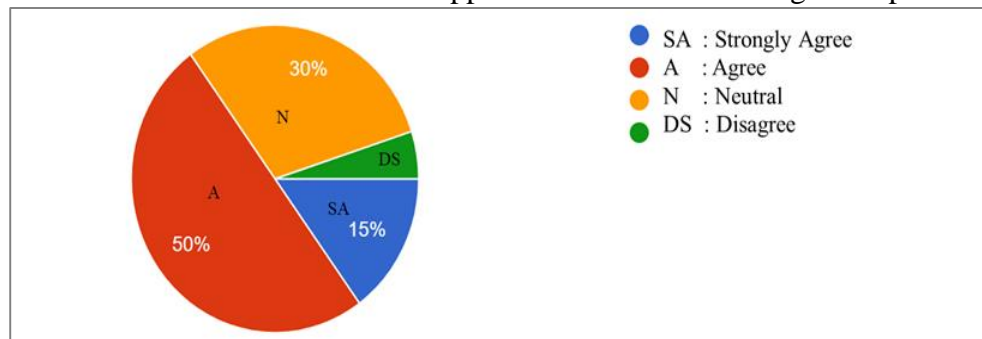


Figure 4.14: The precentage using translator applications to captions

The data obtained shows the result that 15% of students strongly agree, 50% of students agree, there are 30% of students neutral and 5% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statements that students use a translator applications to create an English captions.

15. The students are searching for English sentences to use as captions

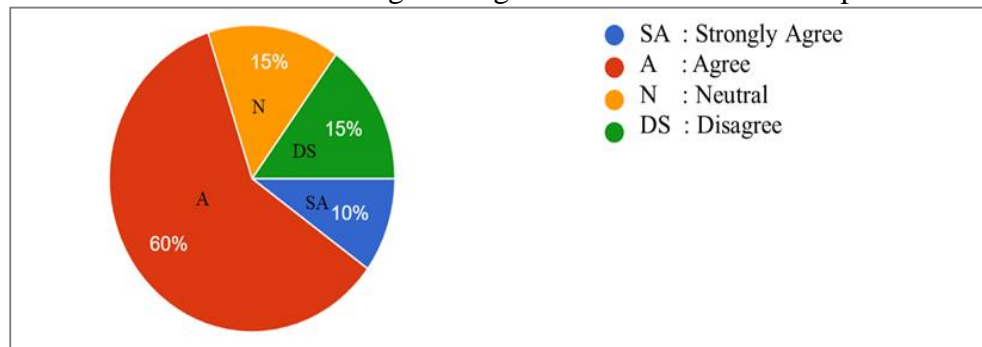


Figure 4.15: The percentage searching for English sentences as captions

The data obtained shows the result that 10% of students strongly agree, there are 60% of students agree, 15% of students neutral and 15% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statements that students are searching for English sentences to use as captions.

16. The students understand the meaning of the English captions they made

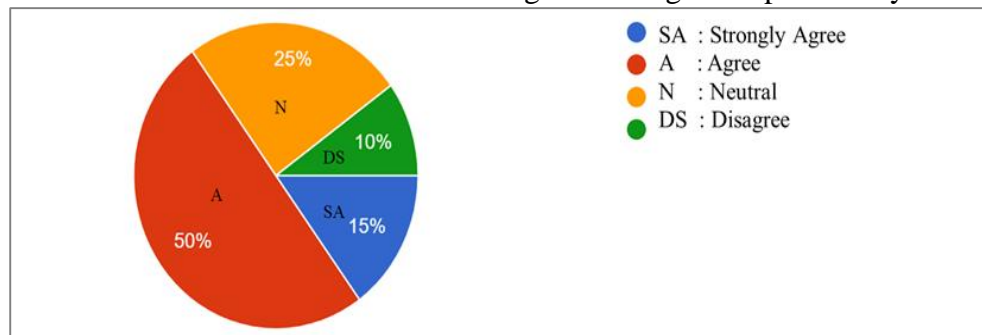


Figure 4.16: The percentage understand the meaning of English captions

The data obtained shows the result that 15% of students strongly agree, then 50% of students agree, 25% of students neutral and 10% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statement that students understand the meaning of the English captions they made.

17. The students translated the English captions while reading in their friends' posts

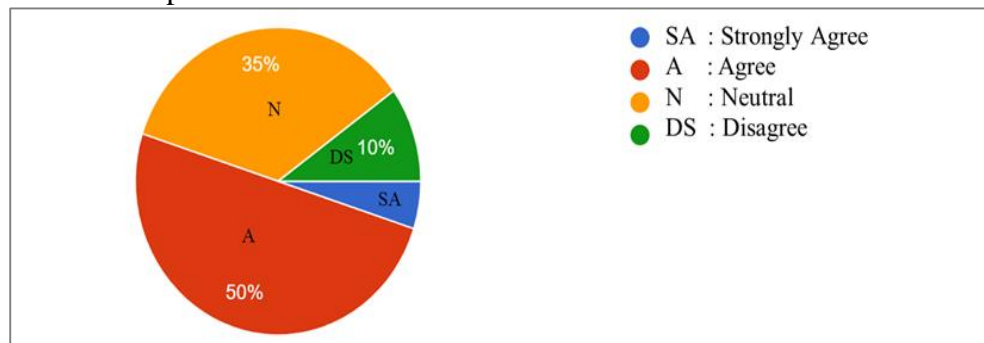


Figure 4.17: The precentage translated when reading English captions

The data obtained shows the result that 5% of students strongly agree, 50% of students agree, 35% of students neutral and 10% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statements that students translated the English captions while reading in their friends' posts.

18. The students do not to translate the English captions on their friends' posts

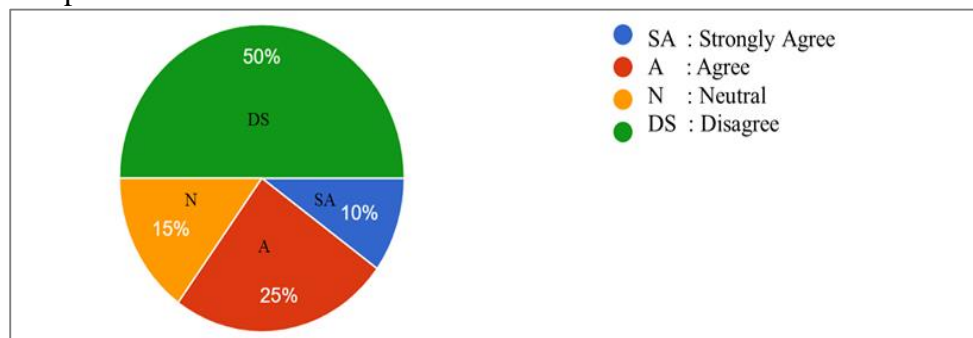


Figure 4.18: The precentage not to translate the English captions

The data obtained shows the result that 10% of students strongly agree, 25% of students agree, then 15% of students neutral and 50% of students disagree. Based on the data above, the researcher conclusion that most students disagree with the statement that students do not to translate English captions on their friends' posts.

19. Writing English captions is more fun than Indonesian

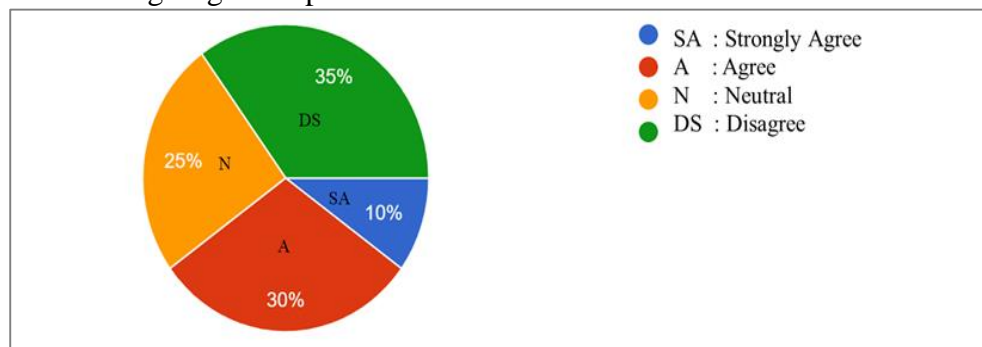


Figure 4.19: the percentage writing English captions is more fun

The data obtained shows the result that 10% of students strongly agree, then 30% of students agree, 25% of students neutral and 35% of students disagree. Based on the data above, the researcher conclusion that most students disagree with the statement that writing English captions is more fun than Indonesian.

20. Using English captions helps students to know a lot of vocabulary

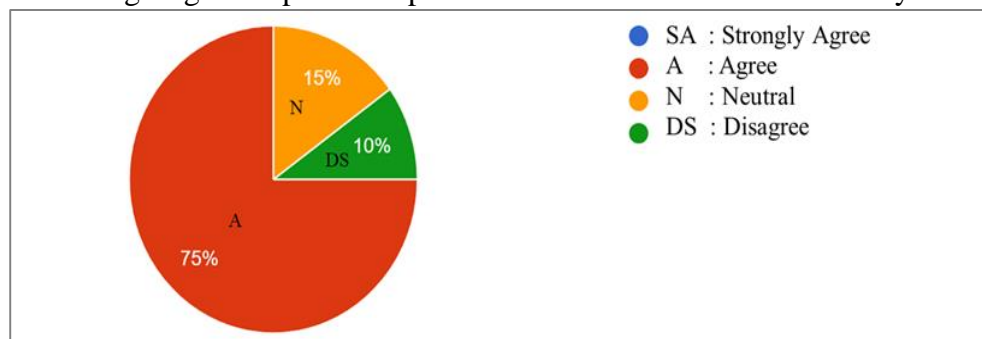


Figure 4.20: The percentage English captions helps to learn vocabulary

The data obtained shows the result that 0% of students strongly agree, then 75% of students agree, 15% of students neutral and 10% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statement that using English captions helps students to know a lot of vocabulary.

21. The students have uploaded a post using English captions recently

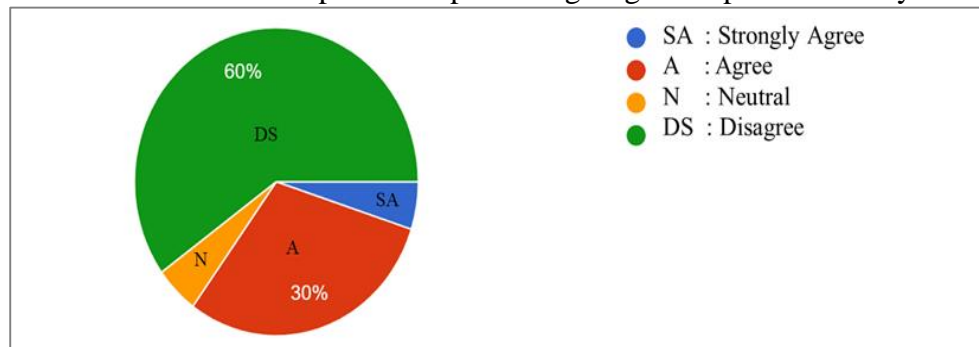


Figure 4.21: The precentage students create English captions recently

The data obtained shows the result that 5% of students strongly agree, 30% of students agree, then 5% of students neutral and 60% of students disagree. Based on the data above, the researcher conclusion that most students disagree with the statement that students recently uploaded a post using English captions.

22. The students are more interested in writing an English captions for the posts

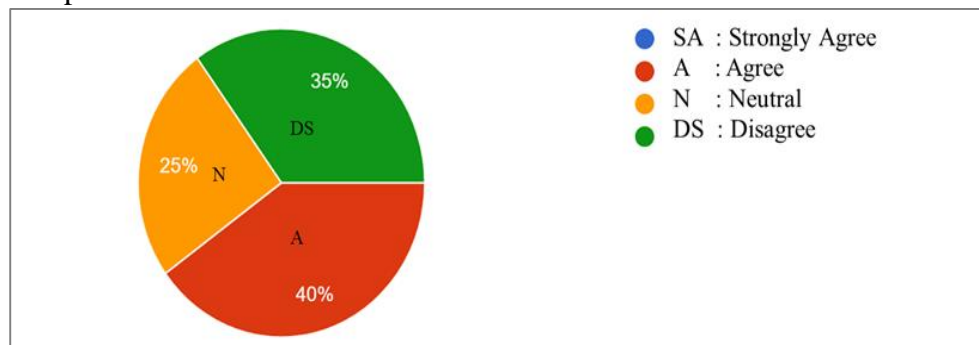


Figure 4.22: The precentage students interested in English captions

The data obtained shows the result that 0% of students strongly agree, then 40% of students agree, 25% of students neutral and 35% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statement that students are more interested in writing an English captions for the posts.

23. The students are more interested in reading English captions than Indonesian

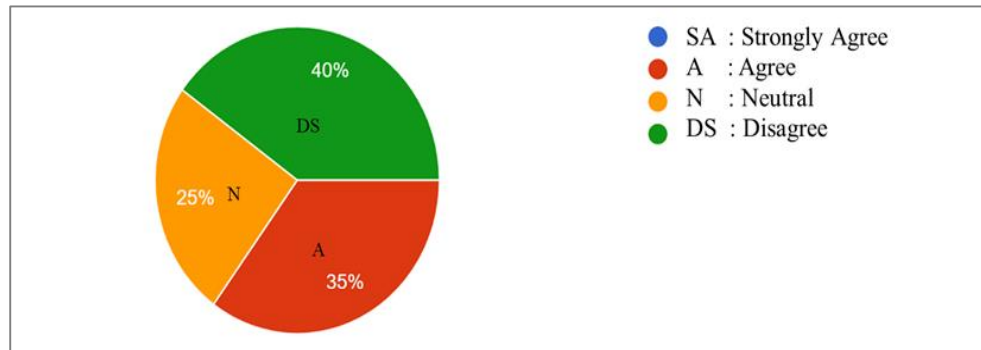


Figure 4.23: The percentage more interested in reading English captions

The data obtained shows the result that 0% of students strongly agree, 35% of students agree, then 25% of student neutral and 40% of students disagree. Based on the data above, the researcher conclusion that most students disagree with the statement that students are more interested in reading English captions than Indonesian.

24. Using English captions looks cooler

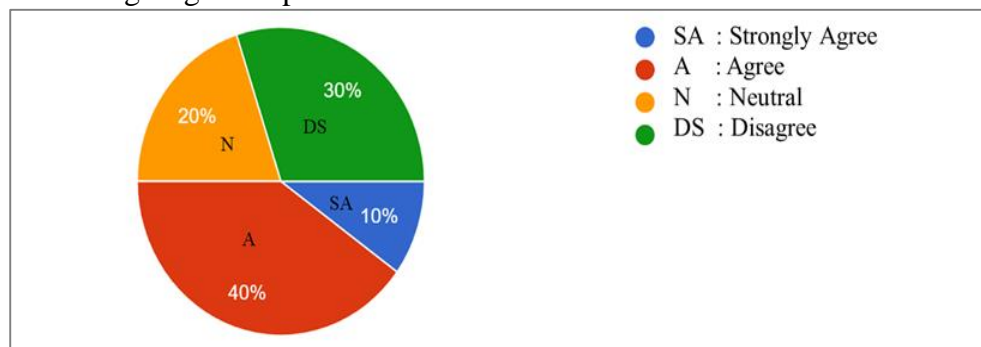


Figure 4.24: The percentage using English captions looks cooler

The data obtained shows the result that 10% of students strongly agree, then 40% of students agree, 20% of students neutral and 30% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statements that using English captions looks cooler.

25. The students want to learn more vocabulary in order to create an English caption

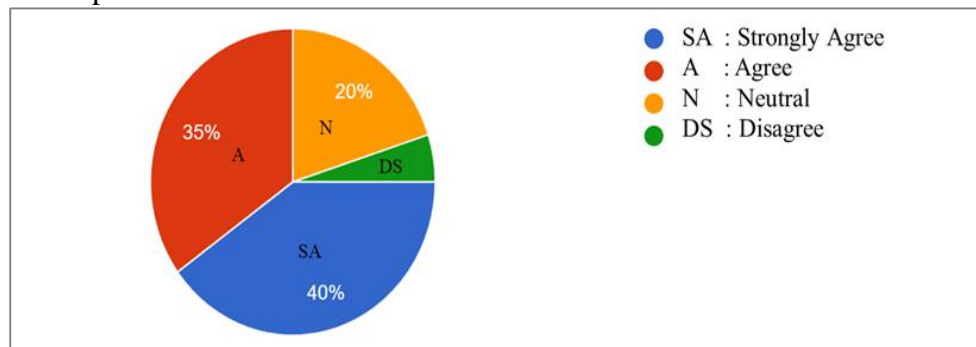


Figure 4.25: The percentage students want to learn English vocabulary

The data obtained shows the result that 40% of students strongly agree, then 35% of students agree, 20% of students neutral and 5% of students disagree. Based on the data above, the researcher conclusion that most students agree with the statement that students want to learn more English vocabulary in order to create an English caption.

4.2 DISCUSSION

Based on the finding above, the researcher will discuss how students' perceptions of using Instagram affect students' vocabulary mastery. Its can be seen from the data in figures 1, 13, 15, 16, 19, 20, 22 and Figure 24 shows that Instagram gives the impact on students' vocabulary mastery through writing captions, students' perception. The percentage of answers obtained was that 49.5% of students are agree, 12.5% of students are strongly agree, while 19.5% of students are neutral, and 18.7% of students are disagree. The highest percentage of results is 49.5% of students agree, this data shows that Instagram helps to students vocabulary mastery by writing English captions

in Instagram. Therefore Instagram has a positive impact on students' vocabulary mastery, according to students' perception.

From the data above, it can be seen that students are fun in Instagram. Its can be seen in figures 2, 3, 4, 5 and figure 8 that are show 40% of students are agree that Instagram is a fun social media, then 13% of students are strongly agree, 24% of students are neutral and finally 23% of students are disagree. The results of 40% of students are agree that Instagram is fun, this is relevant to the results of 49.5% of students are agree that Instagram has a positive impact on students' vocabulary mastery. It means that Instagram can become an interesting learning media for students, especially in vocabulary learning.

Figure 6 shows that 35% of students have a lot of followers on their Instagram accounts and figure 7 shows that 50% of students have foreigners followers. Figure 9 shows the results that 35% of students are interested in using Instagram to share photos/videos with their followers on Instagram. It shows that Instagram will help students to interact with many people from all around the world. They can communicate or share information through Instagram.

In addition, the finding show that students always write captions on the uploads made primarily in English. This is shown in figures 10, 11 and figure 21 which shows the results that 51.6% of students are disagree, then 15% of students are neutral, 28.5% of students are agree, and 5% of students are strongly agree. Following this data, it means that students rarely write the captions, especially in English. This is appropriate with the data in figure 12

which shows that 40% of students are neutral towards the statement that students interest in English.

Furthermore, the results of the questionnaire data show that the students' vocabulary is still low, this is shown in figures 14, 17, and 18 which get the result that 41.6% of students are agree to translate the captions students read and students make when uploads on their Instagram. Thus 10% of students are strongly agree, 26.6% of students are neutral and 21.6% of students are disagree. It means that students have already read and written captions in English even with the help of google translate. Reading or writing captions in English sentences will help students learn more of the vocabulary.

In addition to, on the results of the data obtained in the questionnaire statement figure 25 shows students are interested in English learning and vocabulary. Based on the percentage results of figure 25 shows that 40% of students are strongly agree with this statement. Wherefore students are interested in starting to learn English with the aim of mastering vocabulary more and being able to write captions on their uploads in Instagram.

Based on the discussion above, it is known from the data that 49.5% of students agree that Instagram can help caught students' vocabulary mastery through captions. Then there are data results of 40% of students are agree that Instagram is a fun social media. Taking an interest in Instagram will motivate students to stimulate students' enthusiasm into learning. This is relevant to Figure 25 which shows that 40% of students are strongly agree with the

statement that students are interested in starting to English learning lesson and vocabulary mastery. Then 35% of students are agree, 20% of students are neutral and 5% of students are disagree. Therefore this result can be seen from students' perceptions that vocabulary learning using Instagram has a positive impact and Instagram caught students' learning interest to practice the students' vocabulary mastery.

The results obtained by this researcher are in accordance with research conducted by Agustin & Ayu (2021) entitled "The Impact of Using Instagram for Increasing Vocabulary And Listening Skills,". This research was conducted using a qualitative method and collecting data using a questionnaire. This research finds that Instagram has an good impact on the listening skills and vocabulary of English language learners. Moreover supported by the opinion of Aminatun (2019), in this research entitled "ICT in University: How Lectures Embrace Technology for Teaching" which says that growing technology can help students in the learning process. Social media is part of the technology that is currently in demand by every students, therefore teachers can take advantage of social media in a more positive way as a media that helps in the learning process in the classroom. The use of Instagram as a vocabulary learning media is a strategy that utilizes technological developments, hence it can attract students' interest in carrying out learning activities. Teachers are required to be more creative and active in finding learning media to increase student learning motivation, therefore Instagram can be used as a new learning media.

CHAPTER V

CONCLUSION AND SUGESSTION

5.1 CONCLUSION

Based on the data above, the researcher conclude that with the data results 49.5% of students are agree that writing captions in Instagram could help students in vocabulary mastery, while there are 18.7% of students who disagree. This result is consistent by the data that 40% of students are agree that Instagram is a fun social media and there are 23% of students disagree. The results of this research show that Instagram caught students' interest in vocabulary learning, thus they can write English captions in Instagram. The data obtained is that 40% of students are strongly agree and there are 5% of students who disagree. The researcher conclude that Instagram caught students' interest in using Instagram as a vocabulary learning and according to students' perception Instagram as a learning media has a positive impact on students' vocabulary mastery. Based on the results of this research above it can be concluded that students' perception to using Instagram as a media for English learning, especially vocabulary learning at SMK Muhammadiyah 2 Bandar Lampung has a positive impact.

5.2 SUGESSTION

Based on the finding and discussion, the researcher offer the following suggestions:

1. Students must realize what problems they get in vocabulary learning.
They should know what make them interested in vocabulary learning through Instagram so they can make efforts to improve the desire in learning.
2. Students are expected to be careful in using social media, students must filter the information they will receive. Instagram is a social media that is used by almost all students, there will be a lot of news and information to be spread, do not let the students become victims of the existing fake news.
3. Teachers should be more creative and pay attention to the media used in teaching of English, especially vocabulary to students can be motivated and interested in participating learning.

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