THE EFFECTIVENESS OF INSTAGRAM MEDIA FOR TEACHING VOCABULARY AT THE SEVENTH GRADE OF SMP PGRI 1 BUAYAN

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Abstract

The aim of this study is to find out whether using Instagram media in teaching vocabulary at the seventh grade students of SMP PGRI 1 Buayan in the academic year of 2018/2019 is effective or not. In order to achieve the aim of this study, the researcher uses pre-test post-test quasi experimental design. The population of this study are the seventh grade students of SMP PGRI 1 Buayan in the academic year of 2018/2019 consists of 151 students. By employing purposive sampling technique, the sample of this study is class VII A as experimental group consists of 30 students and class VII Bas control group consists of 30 students. In collecting the data, the researcher uses multiple choice test as the instrument. In collecting the data, the researcher gave pre-test and post-test gave to both of the groups. Meanwhile, the researcher gave treatment to the experimental group and gave explanation of the material to the control group. The result shows that the mean score of experimental group is 76.93 which belongs to good category, and the mean score of control group is 67.80 which belongs to good category. It shows that the z-value 1.96. It means that z-value is higher than z-table that is 3.807 > 1.96. Therefore, it can be concluded that the use of Instagram media in teaching vocabulary at the seventh grade students of SMP PGRI 1 Buayan in the academic year of 2018/2019 is effective.

Keywords: Instagram media, teaching vocabulary, SMP students

INTRODUCTION

Language is a key of communication in human life. Its function is to communicate with others means that language is an important tool for people to express their feelings, ideas, thought and share about knowledge. There are various languages used by each country in the world. Then, English is selected as international language because it is used to communicate among people around the world. Moreover, English is used as the language in transferring scientific, technology, education, business, and tourism. People have to master vocabulary, pronunciation, and grammar, as the component of English. Vocabulary becomes the important part in English, because people cannot speak English well without mastering vocabulary.

In SMP PGRI 1 Buayan in teaching vocabulary generally taught through conventional text. It sometimes cannot make students engage, but it makes them
bored. If the material cannot make students engage, the learning will be a boring lesson. The material cannot be taught effectively. For engaging students, media is a good alternative medium for teaching vocabulary. For example using Social Media. So, the students enjoy the lesson and not easily getting bored so that the students will understand the material better.

Social media comprises activities that involve socializing and networking online. Facebook, Twitter, Path, Pinterest, and Instagram are mostly common platforms of social media known by people. By using social media, people can create personal pages and connect with friends to share content. The popularity of social media is also felt by teenagers especially the students. This platform provider the students a lot of activities that involve socializing and networking online through words, pictures, and videos and students might spend their time almost around the clock to use social media via their laptops or mobile devices. It allows them to share information, conducts online discussions as well as has a direct live communication with their friends, family members or even teachers. To solve students problem in vocabulary, the researcher tried to using Instagram media to make the student become active in learning English vocab. By using Instagram, the researcher can create meaningful activities to teach EFL vocabulary by adapting features provided in Instagram. She can use video, photos or other features posted in Instagram which can attract students interest to learn vocabulary. Besides, it is very simple to use Instagram with phone or mobile device.

1. **Definition of Teaching and Learning**

Chambers and Gregory (2006: 40) defines that teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners. In the other opinion, Brown (2007: 7) defines that teaching as showing or giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. There are some principles of teaching. Chambers and Gregory (2006: 47), say that a good teaching demands two things:

a. The students should be made aware of the central importance of this process for their knowledge and understanding of literature.

b. That this processed should be taught, explicitly, comprehensively, and in the ways that are intelligible, engaging and thought provoking.

In addition, Harmer (2007:107) states that teaching is about transmission of knowledge from teacher to students, or is it about creating conditions in which, somehow, students learn for themselves.

From the definition above, it can be concluded that teaching is a complex activities to help students learn and to become learners. Teaching is transmission of knowledge from teacher to students, its helping someone to learn how to do something.
Meanwhile, According to Hamalik (2007:36) learning is the modification or strengthening of behavior through experiencing. Pritchard (2009:1) says that learning is something of which learners all have an understanding and in which learners have all participated.

In addition, Brown (2007:7) states that, learning is human activity which is done since they were doing until they die. The word “learning” derived from the word learn. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

From the definition above, it can be conclude that learning is a process getting knowledge the modification of behavior which an understanding and all participated human activity which is done since they were doing until they die.

2. Definition of vocabulary

Vocabulary is foundation for every language learning as well as the English language. It is hard for students in mastery English language without knowing the meaning of the words both written and oral.

Schmitt, (2000:1-2) states that vocabulary is essentially the words consist of sequence of letters that can represent one meaning through many words. Moreover, Hanson and Padua (2011:5) state that vocabulary refers to words use to communicate in oral. Furthermore, Hiebert and Kamil (2005:3) states about vocabulary, vocabulary is the knowledge of meanings of words. Therefore, based on the definitions above the researcher concludes that vocabulary is a list or collection of words in certain language used by a group or individually that supply an expressive means used to communicate oral and print.

According to Hiebert and Kamil (2005:3), there are two kinds of vocabulary, which are as follows.

1) Oral vocabulary is the set of words for which we know the meaning when we speak or read orally.
2) Print vocabulary consists of the words for which the meaning is known when we write or read silently.

In addition, Hanson and Padua (2011:5) have divided kinds of vocabulary in specific reference:

1) Receptive vocabulary refers to the words people understand through reading and listening.
2) Productive vocabulary refers to the words people use to communicate through writing and speaking.

Pikulski and Templeton (2004:2), there are types of vocabulary as follows.

1) Reading Vocabulary
A person’s reading vocabulary is all the words he or she can recognize when reading.
2) Speaking Vocabulary
A person’s speaking vocabulary is the all the words he or she can use in speech. Due to spontaneous nature of speaking vocabulary.

3) Listening Vocabulary
A person’s listening vocabulary is the all the words he or she can recognize when listening to speech that aided in size by context and tone of voice.

4) Writing Vocabulary
A person’s writing vocabulary is the all the words he or she can employ in writing, the writing vocabulary is stimulated by its writer.

The other theory of types of vocabulary is set up by Pikulski and Templeton (2004:2) as follow:

1) Expressive Vocabulary
The term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves.

2) Receptive Vocabulary
The term receptive vocabularies used to refer to listening and reading vocabularies.

3) Meaning or Oral Vocabulary
Meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of reading and writing vocabularies.

4) Literate Vocabulary
Literate vocabulary refers to the combination of our reading and writing vocabularies.

3. Teaching Vocabulary
Teaching vocabulary is not only presenting new words, but also knowing the functions of words and pronouncing the language. Teaching vocabulary is not only about the meaning of the words, but also about spelling and the pronunciation of those words. According to Harmer (2003), vocabulary teaching is as important as the teaching of structure. Wiley (2010:15) states that teaching vocabulary is critical for the comprehension of texts. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning. According to Thornbury (2002:13), vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantages in developing an extensive vocabulary.

Thornbury (2002:144-156) makes a division of the techniques and approaches to present a new vocabulary items presented as follows.

1) Learner Training
Learner training pay attention to form which in vocabulary terms, means paying attention to the constituent of words, to their spelling, to their pronunciation and to the way they are stressed.

2) Using Mnemonics
Mnemonics called techniques for remembering things or keyword technique that involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

3) Words Cards
Word cards is arguably more effective than keyword technique, since there are some learners who find imaging difficult, but all learners can be trained to prepare and use of word cards.

4) Coping strategies for production
Learners can first be exposed to the strategies and then apply through role plays.

5) Using Dictionary
Training learners in effective dictionary use is particular important since many learners may not be familiar with dictionary conventions, even in their own language.

6) Spelling Rules
English spelling is Research studies have shown that as many as eight out of every ten word are spelt according to a regular pattern and that only three percent of words are so unpredictable that they are have to learned.

7) Keeping Records
Few students are so organized that they automatically record the content of vocabulary lesson in a way that will provide useful reference for later study.

From the explanation above, that means the techniques in teaching learning is very importance and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process and the researchers used the Mnemonics technique in research at SMP PGRI 1 Buayan, because in this study using Instagram media, which relates to images and keywords.

4. Definition of Social Media
In generally define social media is defined as any interactive internet-based platform driven by users’ interactions around media posts. According to Russo et al. (2008:22), social media is an instrument that facilitates communication, networking, and / or collaboration online.

According to Russo et al. (2008:22), social media is an instrument that facilitates communication, networking, and / or collaboration online. Moreover, Murugesan (2007), says that social media includes a multitude of sources of online information
that are created, circulated and used by consumers to educate one another about products, services, and brands available in the marketplace. Furthermore, Kaplan and Haenlein (2010) state that social media is a group of internet application that build on the ideological and technological foundations of Web 2.0 until now in era 4.0, and that allow the creation and exchange of user general content. From definition above, social media as media to communication, collaboration, and online planting among networks of people, communities and organizations that are interrelated and interdependent and reinforced by technological capabilities and mobility.

5. Instagram

According to Hosseinmardi (2015:1), Instagram is of particular interest as it is a media-based mobile social network, which allows users to post and comment on images. Moreover, Gibbs (2014:6) says that Instagram is a portmanteau of Instamatic and telegram, is a popular social networking service developed for smart phones and other mobile devices that allows users to share photographs and short videos. Meanwhile Herman (2014:3), Instagram is a photo and video sharing social media site. It was designed for mobile use with the intention that users would take photos on their mobile devices then upload the images “instantly” through the Instagram app.

Based on definition above the researcher conclude that Instagram is a media-based mobile social network, it use to take and share photos on smart mobile devices then upload the images “instantly” through the Instagram app.

6. Features in Instagram

According to Handayani (2016:321), In general, Instagram has specific features which are commonly used by user. The features can be described in the following.

1) Instagram profile interface
   This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users’ follower/following count. The “+ Follow” option permits users to follow other users and stay updated on latter’s posted content.

2) Profile content.
   It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

3) Instagram’s photo content.
   Clicking on a photo displays a larger version of the photo. Here, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have “liked” the photo, the photo’s caption, and comments appended below the caption.

4) Navigational tools.
There are five icons available at the bottom of each page in the Instagram’s screen the icons are the home page, explore page, posting page, notification page, and user’s profile page. These are the basic navigational tools for Instagram. From the features given above, it gives the users “a unique way” to use Instagram as a social media.

7. How to Use Instagram

Handayani (2016:322) states that, Instagram users can take photos and videos by applying different manipulation tools—16 filters—in order to transform the appearance of an image. Then, the photos and videos can be shared instantly on multiple platforms (e.g., Twitter and Facebook). While posting photos or videos, users can tag photos which include adding location, tagging friends and as singing key words tags to photo. Besides, the users also can add captions, hashtags using # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol (which effectively creates a link from their posts to the referenced user’s account) before posting them.

Handayani (2016:322) state that, in Instagram a user follows any other users called “friends”. On the other hand, the users following an Instagram user are called “followers”. A user can set its privacy preferences to whom his/her post only can be looked by his/her followers. When the others users want to follow, they require approval from the user to be his/her follower. The users can see the latest photos and videos from all their friends, listed in reverse chronological order. They can also favorite or comment on these posts. For the students, Instagram mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in Instagram app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the Instagram. From that picture, it can describe everything which does not need to be mentioned in words. Instagram becomes a wonderful place for them to share feelings and situations through pictures. Besides, they like to do interaction with their friend by posting something and commenting photos from their friends.

METHOD

The research used by the researcher is included into quasi-experimental using non-equivalent control group design because the experimental and control group is not chosen randomly. The researcher conducts the research at SMP PGRI 1 Buayan that is located on Jl. Karangbolong Km.10, Buayan, BuayanTimur, Buayan, KabupatenKebumen, Jawa Tengah 54474. From the population that is 151 students. The researcher took the students of SMP PGRI 1 Buayan in the academic years of 2018/2019. The researcher takes 2 classes consist of 60 students by using purposive sampling technique. The objects are two classes, namely VII A and VII B.
Meanwhile, to get the data the researcher uses multiple choice test to measure the students’ vocabulary. This step in collecting the data is making the research instrument, consulting to the expert, giving pre-test, giving treatment (treatment used Instagram as media for experimental class and explanation of the material for control group), and the last is giving post-test. To analyze the data, the researcher uses descriptive and inferential analysis.

RESULT AND DISCUSSION

In this research, the researcher used quasi experimental quantitative research. Before the researcher described the researcher finding, the researcher would like to describe the condition of the sample. The researcher divides two classes namely experimental class (VII A) consists of 30 students and control class (VII B) consists of 30 students. Then the number of the sample is 60 students. The researcher collected some data by giving test to the sample. In collecting the data, the researcher uses multiple choice test as the instrument of the research. The researcher has given pre-test and post-test. To determine the level of students’ achievement, test scores are interpreted according to the table on the following categories. The scores test are proposed by Arikunto (2013:281). Score 80-100 belongs to excellent category, 66-79 belongs to good category, 56-65 belongs to sufficient category, 40-55 belongs to fairly sufficient category, and <39 belongs to poor category. The researcher uses the result of the test from both classes; control group and experimental group. Pre-test is done to get the data from the students before giving the treatment. By doing pre-test, the researcher wanted to know the students’ achievement in vocabulary without photo, video, and caption of Instagram. Then, post-test is done to get the data after giving the treatment. The researcher gave the treatment by using Instagram photo, video, and caption in teaching descriptive text.

From the data and computation, the researcher got the finding and it will be discussed below.

The total students of experimental group are 30 and the students of control group are 30. From the data above, the highest score of pre-test in experimental group is 84 and in control group is 80. The lowest score of pre-test in experimental group is 56 and in control group is 52. The researcher conducted the pre-test in experimental and control group on 18th July, 2019. The pre-test was given before treatment for experimental group. The questions of pre-test is the same for both groups. The result of pre-test of experimental and control group is distributed based on the classification of students’ achievement by Arikunto (2013:281). On the experimental group, there is 1 student categorized as excellent. There are 13 students categorized as good. There are 16 students categorized as sufficient. Then, no student categorized as fairly sufficient and categorized as poor. In the control group, there are 3 students categorized as excellent. There are 15 students categorized as good. There are 9
students categorized sufficient. There are 3 students categorized fairly sufficient and no student categorized as poor.

At post test, the highest score of post-test in experimental group is 92 and in control group is 88. The lowest score of post-test in experimental group is 64 and in control group is 52. The researcher conducted the post-test in experimental and control group on 25th July, 2019. The post-test was given after treatment for experimental group. The students of experimental group at the grade students of SMP PGRI 1 Buayan in academic year of 2018/2019 have excellent result on their speaking. From 30 samples, there are 11 students categorized as excellent. There are 17 students categorized as good. There are 2 students categorized as sufficient. On the control group, there is 1 student categorized as excellent. There are 13 students categorized as good. There are 12 students categorized as sufficient. There are 4 students categorized as fairly sufficient based on achievement s proposed by Arikunto (2013:281).

Normality test is used to see whether the distribution of the data is normal or not. In testing the normality of the data, the researcher uses Chi Square formula. The data could be said normal if the significance value is higher than 0.05. Then, the data could be said abnormal if the significance value is lower than 0.05. From the computation in the Kolmogorov-Smirnov column, it can be seen that the significance value of experimental group is 0.008 is lower than 0.05. While, the significance value of control group is 0.024 is lower than 0.05. Therefore, it can be conclude that the distribution of post-test control is abnormal and the post-test of experimental group is abnormal.

To determine the t-test formula, the researcher applies the variance homogeneity test to examine the variance of two samples. To know whether the variance of two samples is homogenous or not, the researcher uses F-test. From the computation above, the value of F is 1.83. Then, it is compared to the Ftable with df of number of numerator (30 – 1 = 29) and df numerator (30 – 1 = 29). The Ftable on the significant level 5% is 1.85. Because of F obtained is lowest than the value of Ftable (1.83 < 1.85), it means that the variance of two sample is homogenous.

After knowing that the data is abnormal, the variance of two is not homogenous, and the number of sample of experimental group is different with the number of sample of control group, so the test of hypothesis formula the researcher tries to compute is using Mann-Whitney U test and z-test (Sugiyono, 2017: 153).

From the computation, the result of Z-value is 3.807. being compared to 0.05 significance level, the value of z-table is 1.96. the computation shows that z-value is higher than z-table, which is 3.807 > 1.96, so the alternative hypothesis (ha) is
accepted. It means that using Instagram media in teaching vocabulary at the seventh grade students at SMP PGRI 1 Buayan in academic year of 2018/2019 is effective.

CONCLUSIONS

Based on the data that have been collected and analyzed, the researcher may draw conclusions as follows.

The mean score of the experimental group in pre-test is 66.53 categorized as good and mean score of the control group in pre-test is 64.27 categorized as good. Moreover the result of mean score of pre-test experimental group and control group is same, it belongs to good category. The mean score of the experimental group in post-test is 76.93 categorized as good and mean score of the control group in post-test is 67.80 categorized as good. Using Instagram media can increase the value of students vocabulary especially in descriptive text at seventh grade of SMP PGRI 1 Buayan in the academic year 2018/2019. It can be seen from the result of z value is 3.807. the result of value is higher than z table (3.807>1.96).

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