

UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF ONLINE LEARNING ENGLISH THROUGH
INSTAGRAM TO IMPROVE STUDENTS' VOCABULARY ON GRADE
ELEVEN OF SENIOR HIGH SCHOOL 21 MAKASSAR**

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Submitted to The Faculty of Cultural Sciences Hasanuddin University

as Partial Requirements to Obtain Bachelor's Degree in

English Literature Study Program

ENGLISH LITERATURE STUDY PROGRAM

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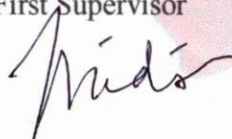
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THESIS

THE EFFECTIVENESS OF LEARNING ENGLISH ONLINE THROUGH
INSTAGRAM TO IMPROVE STUDENTS' VOCABULARY ON GRADE
ELEVEN OF SENIOR HIGH SCHOOL 21 MAKASSAR

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And is declared to have fulfilled the requirements.

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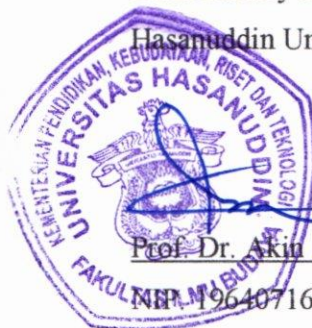
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Today, June 22nd 2021, the Board of Thesis Examination has kindly approved a thesis by **ANDI MUTHIAH SALSABILA** (Student Number: **F041171537**) entitled:

**THE EFFECTIVENESS OF LEARNING ENGLISH ONLINE THROUGH
INSTAGRAM TO IMPROVE STUDENTS' VOCABULARY ON GRADE
ELEVEN OF SENIOR HIGH SCHOOL 21 MAKASSAR**

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, June 22nd 2021

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DECLARATION

The thesis by Andi Muthiah Salsabila (Student Number: F041171537) entitled, **THE EFFECTIVENESS OF LEARNING ENGLISH ONLINE THROUGH INSTAGRAM TO IMPROVE STUDENTS' VOCABULARY ON GRADE ELEVEN OF SENIOR HIGH SCHOOL 21 MAKASSAR**, has been revised as advised during the examination on June 22nd 2021 and is approved by the Board of Undergraduated Thesis Examiners:

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

Makassar, June 22nd 2021

Yang Menyatakan,

Andi Muthiah Salsabila

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

First of all, the writer says that there are no most beautiful words apart from praise and gratitude to Allah SWT, who has determined everything to be in His hands, which gives trust and opportunity, and the endless health benefits in the work of this thesis. Do not forget that the writer also sent prayers to our lord Prophet Muhammad.

During this final project, the writing in this thesis is still far from perfect; it is the writer's realize because of the limited abilities and knowledge possessed by the writer. The writer also acknowledges that there are many problems and quite severe obstacles in the process of this thesis. At the same time, the writer gets a lot of prayers, support and assistance from the closest people in the process of working on this thesis until it's finished.

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The Writer

Andi Muthiah Salsabila

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ABSTRAK

ANDI MUTHIAH SALSABILA. Efektivitas Pembelajaran Daring Bahasa Inggris Melalui Instagram Untuk Meningkatkan Kosakata Siswa Kelas Sebelas SMA Negeri 21 Makassar (Dibimbing oleh Nadirah Mahaseng dan Abidin Pammu)

Penelitian ini bertujuan untuk mengungkap keefektifan pembelajaran bahasa Inggris melalui Instagram dalam meningkatkan kosakata siswa kelas sebelas di SMA Negeri 21 Makassar. Selain menemukan macam-macam keefektifan pembelajaran bahasa Inggris melalui Instagram untuk meningkatkan kosakata siswa, penulis juga mencoba untuk mengetahui apakah Instagram dapat memperluas kosakata siswa pada kosakata siswa. Terakhir, dalam skripsi ini, penulis juga mengungkapkan apakah siswa lebih memilih untuk belajar melalui Instagram atau pembelajaran di dalam kelas.

Populasi dalam penelitian ini adalah 1296 siswa, namun penulis hanya mengambil populasi dari siswa kelas XI SMA Negeri 21 Makassar, sampelnya adalah 20 siswa dari dua kelas. Pengambilan sampel dilakukan dengan cara acak. Dalam menyelesaikan penelitian ini, penulis menggunakan metode kuantitatif dengan pengumpulan data melalui wawancara, pre-test dan post-test.

Penulis menyimpulkan bahwa siswa kurang meningkatkan pengetahuan kosakata bahasa Inggris dengan menggunakan media pembelajaran Instagram. Instagram merupakan media yang memberikan banyak manfaat diantaranya untuk meningkatkan perbendaharaan kata, namun sayangnya dalam penelitian ini siswa cenderung menggunakan media Instagram sebagai sarana hiburan dibandingkan dengan sarana pembelajaran, oleh karena itu hasil penelitian ini menunjukkan bahwa empat siswa memperoleh nilai tertinggi. sebelum siswa diberi perlakuan, dan hanya dua siswa yang mendapat nilai terendah. Setelah tes terakhir (post-test) dilaksanakan, terjadi peningkatan nilai rendah bagi siswa.

Kata kunci: Kosakata, Instagram, Efektivitas

ABSTRACT

ANDI MUTHIAH SALSABILA. The Effectiveness Of Online Learning English Through Instagram To Improve Students' Vocabulary On Grade Eleven Of Senior High School 21 Makassar (Supervised by Nadirah Mahaseng and Abidin Pammu)

This research aims to reveal kinds of the effectiveness of Online learning English through Instagram to improve students' vocabulary in grade eleven of senior high school 21 Makassar. Besides finding kinds of the effectiveness of Online learning English through Instagram to improve student's vocabulary, the writer also tries to determine whether Instagram can extend students' vocabulary students vocabulary. Last, in this thesis, the writer also reveals if the students prefer to learn through Instagram or in-class learning.

The population of the research were 1296 students, but the writer only took the population consists of students from Social Class on grade eleven of senior high school 21 makassar, The sample is the 20 students from two classes. The samples are chosen by random sampling. In completing this research, the writer used the quantitative method by collecting the data through interview, pre-test and post-test.

The writer concludes that the students were not improving their English vocabulary knowledge by using Instagram as media learning. Instagram is a media that provides many benefits including to improve vocabulary, but unfortunately in this study students seem to tend to use Instagram media as a means of entertainment compared to learning tools, therefore the results of this study indicate that four students achieved the highest score before students were given treatment, and only two students scored the lowest. After the last test(post-test) was carried out, there was an increase in low scores for students.

Keywords: vocabulary, instagram, effectiveness

CHAPTER I

INTRODUCTION

In chapter one, the writer explained the background of the study, identification of problem, scope of the problem, research questions, objectives of the study, and the significance study.

A. Background of the Study

Nowadays, English is the world's leading international language. It is the principal language spoken in the UK, the USA, Canada, Australia, New Zealand, and a few different countries like the republic of Uganda and African countries. Almost 400 million worldwide speak English as their maternal language (estimates of the precise variety considerably) - concerning an equivalent variety as Spanish, however but Mandarin Chinese or Hindi. Additionally, over 1,000 million (1 billion) individuals worldwide speak English as a second language. More will get by in English. However, it is also the language of international commerce, business, diplomacy, and tourism.

Language is very important in society, especially to interact with each other. Besides, language is a media of interaction. It also serves to get information and as a tool to develop science. Human language can convey wishes, expressing ideas and emotions to others by using word words or vocabulary.

Vocabulary is one of the most important aspects of learning a language. It represents the most vital skills, and it is necessary for teaching and learning foreign languages. It is also the core to improve all of these skills: reading

comprehension, listening comprehension, speaking, writing, writing system and pronunciation. It is believed that without sufficient vocabularies, people may not understand the expression of ideas.

Hatch and brown explained that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Hatch and Brown also state that vocabulary is the only system involved in alphabetical order.

Richards and Renandya explained that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential. They may be discouraged from using language learning opportunities around them, such as listening to the radio, listening to the native speaker, using language in a different context, reading or watching television.

It is important to learn vocabulary because it would be hard to convey our feelings and thoughts to others if the sentence we use does not have enough and proper vocabulary. We will not be able to express our feelings to others. In that case, mastering vocabulary is an important factor in learning a foreign language.

The writer took Instagram as the topic because Instagram is a social media which various groups well know of the students including grade eleven students of SMA 21 Makassar. Besides sharing photos and videos, features on Instagram can provide lessons for students. That is why they prefer using it to associate in this era. Instagram can be a great educational tool that makes the educational

process interesting and insightful (Kirst, 2016). Instagram is a social media with various accounts for sharing photos, videos, information, including educational contents. Many content creators created and uploaded their contents to focus on educating general audiences. One of the contents currently in high demand by Instagram users, especially students, is foreign language education from *@gurukumrd*. This educational account also helps and becomes a learning media during the covid-19 pandemic.

The learning process through Instagram is accessible in the classroom and other situations and conditions. Many innovations and technologies can modify the learning process. During this situation, we all know that schools have been temporarily closed due to Covid-19. Especially schools that the writer chose as research material in her research project. So, the writer took another alternative to unravel it even though she does not go directly to the field to observe.

According to NapoleonCat data analysis, as of November 2019, there are approximately 61.610.000 Instagram users in Indonesia.

Instagram is a commonly used social media by society, even the students. The students used Instagram as one of the learning_ media. The students are comfortable with the Instagram user interface since it is easy to use. This caused the students to use Instagram as a learning media, especially in a pandemic situation that we faced now. The students can broaden their knowledge by following an Instagram learning account.

The writer then conducts research entitled " the effectiveness of Online learning English through Instagram to improve students' vocabulary on grade eleven of Senior High School 21 Makassar."

The differences between the writer's research and the previous studies are the media that used in conducting research. The writer use instagram as a media or tool in conducting research. While the previous research conducted by Erwin used contemporary short stories to examine their effectiveness in improving vocabulary and Ning use a picture as the media of teaching to identify their effect to improve vocabulary. In addition, there are also difference in object of the research. Erwin using on grade 11th senior high school in pondok pesantren darul aman gombara and Ning using on grade VII-7 junior high school 1 Makassar.

This research aims to find out the use of Instagram to improve students vocabulary and find out the benefits of using Instagram. The writer is interested in this topic because the writer is familiar with using Instagram. Most of learners have difficulties in understanding the words' meaning because of a lack of vocabulary mastery. Learners need to improve their vocabulary. It is interesting to figure out the learner's interest and what they need. Instagram could be an interesting learning tool that piqued the learner's curiosity and made the study process more enjoyable.

B. Identification of problem

From the background above, the writer identified several issues related to the effectiveness of Online learning English through Instagram to improve student's vocabulary, as follows:

1. Lack of student motivation in Online learning English via Instagram
2. Students' lack of knowledge about the advantages of Online learning English via Instagram
3. Students' lack of mastery of vocabulary results in difficulty understanding words
4. Measuring the effectiveness of instagram as an additional Online learning media to improve students' vocabulary in grade eleven of Senior High School.

C. Scope of the problem

The principal focus of this research is to analyze how effective Online learning English through Instagram to improve students' vocabulary in grade eleven of Senior High School.

D. Research Questions

Based on the background of the study, the research questions is formulated as follow:

1. How effective is learning vocabulary online through instagram for grade eleven students in SMA 21 Makassar to improve their vocabulary?
2. Does the Students prefer to study online or study in class?

E. The Objectives of the Study

Based on the research question that has been formulated

1. To find out whether Instagram is effective of extending students vocabulary.

2. To reveal if students preferably choose learning through Instagram or in-class learning.

F. The Significances of the Study

After finishing this research, the writer hopes to give contributions and benefits both academic and practical benefit as follows:

Academical benefit, The writer hopes this research will contribute to a certain science field and for the readers to improve their vocabulary and Practical benefit, The writer hopes to provide learning media options for practical education.

CHAPTER II

LITERATURE REVIEW

In chapter two, the writer provided the previous studies and the theoretical framework that defines social media and Vocabulary and kinds of vocabulary.

A. Previous Studies

After reading several topics regarding this research, the writer figured that studying the learning through social media is an attractive and interesting style to be discussed. Some research that is related to this research is from Suci Rokhmawati and Henny (2018), Erwin (2018) and Ning (2019).

Suci Rokhmawati and Henny (2018) collaborated with English teachers to share information share an information about research. Their study discussed Classroom Action Research (CAR) which corresponds to the writer's research. Classroom action research is research conducted by the teacher as a form of internal effort to improve the quality of learning in the classroom. She conducted this research because she noticed the improvement of senior high school students nowadays which tend to love to have virtual, digital, and full curiosity.

Erwin (2018) researched to improve students' vocabulary through reading short stories. The result of his study is that the method is effective to improve students' vocabulary. The effectiveness is indicated by the improvement of the test score from 29,09% to 60,73%. Furthermore, the research also proved that most students' perception accepts reading short stories to improve their vocabularies.

The research that conducted by Andi Imantyas Ning (2018) aims to identify the effect of using pictures to increase students' vocabulary and to disclose the students' perceptions about the use of this technique in improving their vocabulary.

The significant similarities between my research and the three research in my previous studies are related to the same field of this research. This research aims to measure the effectiveness of Instagram platforms to improve students' vocabulary. Rokhmawati and Henny Mastuti (2018) ignored the effectiveness of this platform because it shared the same goal, whereas the goal is to improve students' vocabulary through Instagram. But the same research in the different platforms had been conducted by Erwin (2018). Erwin succeeded in measuring the effectiveness of using short stories to improve students' vocabulary.

The differences between the writer's research and the previous studies are the media that used in conducting research. The writer use instagram as a media or tool in conducting research. While the previous research conducted by Erwin used contemporary short stories to examine their effectiveness in improving vocabulary and Ning use a picture as the media of teaching to identify their effect to improve vocabulary. In addition, there are also difference in object of the research. Erwin using on grade 11th senior high school in pondok pesantren darul aman gombara and Ning using on grade VII-7 junior high school 1 Makassar.

The result was positive. The students felt that the platform supported their learning. However, this research did not try to measure the effectiveness of the platform.

B. Theoretical Framework

1. Social Media

Ahlqvist (2008: 13) said that "Social media refers to the means of interactions among people in which they create, share, exchange and comment contents among themselves in virtual communities and networks". According to Kietzmann (2011: 3), "Social media employs mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content". It introduces substantial and pervasive changes to communication between organizations, communities and individuals.

Another definition from Haenlein (2010: 61) says that Social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2,0 and that allow the creations and exchange of user-generated content.

Social media has many positive effects, such as giving them the freedom to speak on the internet while also allowing someone to become more updated with the news worldwide or form a companionship with their friends. Instagram as a communication tool can be used in advertising and news that shows many vocabularies.

Instagram is an online mobile photo-sharing, video-sharing, and social networking service that enables its users to take pictures and videos and share them either publicly or privately on the app, as well as through a variety of other social networking platforms, such as Facebook, Twitter,

Tumblr, and Flickr. Instagram was created by Kevin Systrom and Mike Krieger and launched in October 2010 as a free mobile app. There are many different ways students can use social media to improve their English vocabulary. Besides using Instagram to share photos of the things they have seen and visited, students can also use Instagram as a platform to learn new languages and learn vocabulary.

2. Instagram

Instagram is a place or place to develop our potential, express ourselves, and interact with someone or the public. Because, we as humans cannot be separated from those who are connected, and communication is also an important aspect of our lives as humans in this world.

Instagram can be interpreted as an application that can function as a medium for sharing photos and videos in a social network, allowing users to take photos and videos, and adding filters to add an interesting impression to photos.

3. Vocabulary

Vocabulary is the foundation for every language learning as well as the English language. It is hard for students to master the English language without knowing the meaning of both written and oral words. According to Schmitt (2000: 1-2), "Vocabulary is essentially the words consisting of a sequence of letters that can represent one meaning through many words".

Learning a new language cannot be separated from the vocabulary. Meaning that learning a new language will have to acknowledge it is

vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Richards and Renandya (2002: 255), "Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write". Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential. They may be discouraged from using language learning opportunities around them, such as listening to the radio, listening to the native speaker, using language in different contexts, reading or watching television. The other definition of vocabulary states from Hatch and Brown (1995: 1) says that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers might use.

Hatch and Brown (1995:1) also state that vocabulary is the only system involved in alphabetical order. Ur (1994: 60) defines vocabulary as the words we teach in a foreign language. Besides, Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students. Lexical forms are seen in their central role in contextualized, meaningful language. Richard in Schmitt (1997: 241) also states that knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behaviour, its underlying form and derivations, its word associations, and its semantic features. Vocabulary is central to second language (L2) acquisition. McCarthy (1990: 140) states that without words to express a wider range of

meanings, communication in an L2 cannot happen in any meaningful way. Nation in Schmitt (2000: 5) proposes a list of the different kinds of knowledge that a person must master to know a word: the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

Based on those statements, it could be assumed that vocabulary is a list of words as a basic component of language proficiency that has a form of expression and contains aspects, they mean, use of the word, and form (pronunciation and spelling).

Vocabulary learning is particularly important for people who learn English both as a foreign language and as a second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is intricately linked. Moreover, Huebener (1965: 88) stated that learning vocabulary is based on specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the word's meaning is as important as its frequent repetition.

Also, according to Grauberg (1997: 15), the process of learning vocabulary involves four stages:

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b. Understanding Meaning

This means understanding the concept of a foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is an equivalent word in English.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

d. Consolidation and Extension of Meaning

Learning new words is not a quick process as it were, and if the presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. However, it seems that words are absorbed slowly over time and that only gradually do they become full with the same sort of fluency that characterizes the words he uses in his native language (Meara as cited in Grauberg (1997:22)).

Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first. After understanding meaning, control over morphological forms and syntactic links comes next, and full semantic knowledge is last.

Ur (1996: 60) states that some items need to be taught in teaching vocabulary as follows:

a. Form: Pronunciation and Spelling

A learner must know what word sounds or its pronunciation and what it looks like or its spelling. These are obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will be necessary to be taught if general grammatical rules do not cover this. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic words in sentences; it is important to provide learners with this information simultaneously as teachers teach based form. For example, when teaching a new verb, teachers must also give its past form if it is irregular (think, thought). Similarly, when teaching nouns, teachers must present their plural form, if it is irregular (mouse, mice), or draw learners' attention to the noun having no plural at all

(advise, information). In presenting verbs such as want and enjoy, teachers also have to show various verbs following them (want to, enjoy-ing).

c. Collocation

The typical collocation of particular items is another factor that makes a specific combination become 'right' or 'wrong' in a given context. Collocation is word partners; for example, make mistakes, not do mistakes and do homework, not make homework. Therefore, this is also another information about a new item which may be worth teaching. In introducing words, for example, decision and conclusion, the teacher may not know that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the headwords or by a note in parentheses.

d. The aspect of meaning: Denotation, Connotation, Appropriateness

The meaning of a word is divided into two aspects, denotation and connotation. Denotation refers to the literal meaning of a word, the dictionary definition. For example, in the word snake in a dictionary, its denotative meanings are numerous scaly, legless, sometimes venomous reptiles having a long, tapering, cylindrical body and found in most tropical and temperate regions. On the other hand, connotation refers to the associations connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word

exist together with the denotative meanings. The connotations for the word snake could include evil or danger. A more practical aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous with a cry, but it is more formal, tends to be used in writing than in speech, and generally, it is less common.

e. Aspect of meaning: Meaning Relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various meaning relationships, for examples:

1) Synonyms: Items that mean the same or nearly the same. For example, Bright, Clever, and Smart may serve as synonyms of intelligence.

2) Antonyms: Items that mean the opposite. For example, Rich is an antonym of poor.

3) Hyponyms: Items that serve as specific examples of a general concept. For example, Dog, Lion, and Mouse are animal hyponyms.

4) Co-hyponyms or coordinated: Other items that are the same kind of things. For examples: Red, Blue, Green, and Brown are coordinates.

5) Superordinates: General concepts that cover specific items. For example, An animal is superior to a dog, lion, and mouse.

6) Translation: Words or expressions in the learners' mother tongue that is more or less equivalent in meaning to the item being taught.

7) Word formation: Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word. Difficulties in Vocabulary

3. Difficulties in Learning vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that the students face. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling

Sounds-spelling mismatches are likely to cause errors, either of pronunciation or spelling and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

c. Length and Complexity

Long words seem to be no more difficult to learn than short ones. However, as a rule of thumb, high-frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnability.'

d. Grammar

Also problematic is the grammar associated with the word, especially if it differs from its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an \pm ing form (swimming) can add to its difficulty

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range, Connotation, and Idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put in a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on...) will generally be more difficult than words whose meaning is transparent (decide, watch).