USING INSTAGRAM CAPTION TO IMPROVE VOCABULARY MASTERY OF EIGHTH GRADE STUDENTS OF SMPN 19 PALU

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ABSTRACT

The objective of this research is to find out whether Instagram caption can improve the vocabulary mastery of eighth grade students of SMPN 19 Palu or not. This research used quasi experimental research design. The population of this research was the eighth-grade students of SMPN 19 Palu which is consisted of 98 students. The sample of the research consisted of two groups which were selected through simple random sampling, the groups such as class B as the experimental group and class D as the control group. The researcher used tests to collect the data, the tests consisted of the pre-test and the post-test. The result of the test showed that the mean score of the pre-test of the experimental group was 20.62, while the mean score of control group was 20.40. Then, the mean score of the post-test of experimental group was 79.96, while the mean score of control group was 68.92. The value of t-counted (3.01) was higher than the value of t-table (2.0116), it means that the hypothesis was accepted. Based on the result, it can be concluded that using Instagram caption can improve vocabulary mastery of the eighth-grade students of SMPN 19 Palu. The implication of the findings that the teachers should use instructional media that can improve students' motivation to learn new words by making sentence while teaching vocabulary mastery using Instagram caption

Keywords: Improve; Instagram caption; Vocabulary

INTRODUCTION

Vocabulary is one of the important components in learning a language. It plays a crucial role in expressing thoughts or feelings, especially in learning a new language. If students do not have much vocabulary, they will have difficulty communicating and cannot express their feelings. Students also should be able to use it to use the four language skills effectively. According to Ayu and Zuraida (2020), vocabulary plays a significant role in the four language skills, such as speaking, reading, listening, and writing. Thus, students must be able to master it to make it easier for them to communicate in English.

In learning English, students are expected to have many vocabularies, this is written in *Kurikulum Merdeka* for Junior High School, they are expected to be able to produce written and visual texts in structured English with a more diverse vocabulary. They need to learn it because it will help them communicate in English more easily. Thus, students have to master it to support their skills in listening, speaking, reading, and writing.

However, vocabulary mastery seems complicated for Indonesian students. They have difficulty to catch the meaning of the words. It is proven by the preliminary research that has been done by the researchers when she found some problems in SMPN 19 Palu, especially in eighth-grade students, they lacked vocabulary mastery; they got difficulty with the meaning of the words, and they also did not know how to make sentences. Therefore, the researchers use the Instagram caption to help them improve their vocabulary mastery.

Instagram is a kind of social media acquired by Facebook in 2012; it can be used as an online photo-sharing application and social network platform. According to Rokhmawati and Astuti (2018), Instagram can be used as an alternative platform, especially to help students improve their vocabulary mastery. Moreover, Maolida and Yessy (2017) state that students can develop and build their writing ideas by using Instagram photos and captions. It can be used as an instructional medium in the classroom to support them in learning English. Therefore, they can practice their language skills through Instagram captions, which will help them improve their vocabulary mastery.

Furthermore, according to Alotaibi (2023) using Instagram captions can easily help students to improve their vocabulary mastery for some reasons. First, Instagram is easy to use. Second, it can be used for various ages, including junior high school students. Third, it can be used to interact with people in other countries. They can quickly improve their vocabulary because it provides a translation feature under the caption; thus, they will find the meaning of the words and indirectly remember that. Thus, this research aims to ensure whether using Instagram captions effectively improves the vocabulary mastery of SMPN 19 Palu.

METHOD

In conducting this research, the researchers applied quasi-experimental research design that consisted of two groups. According to Sugiyono (2008) quasi-experimental method has a control group, but cannot function to control external variables that influence the implementation of the experiment. The researchers gave the pre-test and the post-test to both groups. The two groups got the same form of the pre-test and the post-test. The experimental group got treatment, while the control group did not.

The object of the research is population. According to Best (in Mohajan 2020), Any group of people with one or more characteristics and an interest in the researcher is referred to as a population. Therefore, the population is the object of the study that the researcher will analyze.

The population of this research were the eighth-grade students of SMPN 19 Palu which consisted four parallel classes. They were VIII A, VIII B, VIII C, and VIII D. The total number of populations were 98. The whole number of the population can be seen clearly in the following table.

No	Classes	Number of Students
1	VIII A	23
2	VIII B	26
3	VIII C	24
4	VIII D	25
	Total	98

Sample is a small proportion of the population. According to Best (in Mohajan 2020) a sample is a small amount chosen for observation and research. Also, Creswell (2005) states that a sample is a part of the target population that the researcher intends to study in order to conclude the target population. It means the sample can be a small number of populations that the researcher selects. This research was experimental research, so the researchers only took two classes as an experimental and control class as the sample. The researchers used simple random sampling technique. The researchers applied simple random sampling because it allowed the researcher to choose the sample according to the researcher. In this case, the researcher chose directly VIII B as experimental group and

VIII D as control group. Furthermore, the English teacher recommended conducting those two classes because they have a similar problem, which was a lack of vocabulary.

In this experimental research design, the researchers used two variables. They were dependent and independent variables. The independent variable was the variable that is manipulated or controlled by the researcher. While, the dependent variable was the variable that is observed, measured, or recorded as the outcome of changes in the independent variable. Thus, the researchers used vocabulary as the dependent variable and Instagram caption as the independent variable. In this experimental research design, the researchers used two variables. They were dependent and independent variables. The independent variable was the variable that is manipulated or controlled by the researcher. While, the dependent variable was the variable that is observed, measured, or recorded as the outcome of changes in the independent variable. Thus, the researchers used vocabulary as the dependent variable and Instagram caption as the independent variable.

FINDINGS AND DISCUSSION

Researchers conducted research using Instagram caption as a learning media to improve student's vocabulary mastery. The research findings present and discuss the answers to the research questions on the use of Instagram caption to improve students' vocabulary mastery. The researchers found that using Instagram caption can improve vocabulary mastery, which can be seen in the data processing results in the table 2 and 3.

Table 2 Deviation and Square Deviation of Experimental Group

| No | Initials | Standard Score | | Deviation | Squared |
		Pre-Test	Post-Test	(D)	Deviation
1	AM	17	67	50	2500
2	AD	23	83	60	3600
3	A	20	70	50	2500
4	AWS	20	83	63	3969
5	BSR	33	90	57	3249
6	FAD	23	87	64	4096
7	FAN	17	53	36	1296
8	FAR	30	90	60	3600
9	HDP	13	83	70	4900
10	LA	23	90	67	4489
11	MF	17	43	26	676
12	MGG	23	53	30	900
13	MRA	30	93	63	3969
14	MBA	17	70	53	2809
15	MJT	27	80	53	2809

16	MRAR	17	83	66	4356
17	MSR	20	90	70	4900
18	NNM	20	93	73	5329
19	NNM	20	83	63	3969
20	PA	20	80	60	3600
21	R	13	83	70	4900
22	RR	17	80	63	3969
23	SA	20	93	73	5329
24	SD	17	73	56	3136
25	SAR	13	90	77	5929
26	SYA	23	93	70	4900
	TOTAL			**1543**	**95679**

Table 3 Deviation and Squared Deviation of Control Group

No	Initials	Standard Score		Deviation	Squared
		Pre-Test	Post-Test	(D)	Deviation
1	ALP	17	80	63	3969
2	ASR	17	77	60	3600
3	ASW	20	80	60	3600
4	AR	30	73	43	1849
5	AU	27	60	33	1089
6	DTA	23	73	50	2500
7	FAR	17	80	63	3969
8	GIF	13	43	30	900
9	GIO	30	90	60	3600
10	IK	23	37	14	196
11	MF	20	73	53	2809
12	MFN	13	33	20	400
13	MR	27	77	50	2500
14	MAZ	27	67	40	1600
15	MAR	33	83	50	2500
16	MMA	13	43	30	900
17	MNAA	17	70	53	2809
18	MFP	27	77	50	2500
19	NAZ	17	77	60	3600
20	NAI	17	73	56	3136
21	NMR	23	77	54	2916
22	RZ	20	83	63	3969
23	SF	20	80	60	3600
24	SK	13	47	34	1156
25	YNQ	20	70	50	2500

TOTAL	1199	62167

Based on the differences in the results in the two tables above, where the experimental group table has higher results compared to the control group table, it can be seen that using Instagram caption to improve students' vocabulary mastery can improve students' vocabulary compared to students who do not use Instagram caption.

Therefore, the researchers can calculate the sum of squared deviations based on the formula quoted from Arikunto (2006) as follows:

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N} \qquad\qquad \Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

In the final part of the calculation, the researchers calculate the t-counted to find significant differences between the values of the t-counted and t-table, which will be calculated using the formula proposed by Arikunto (2006):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

After calculated the critical value, the researchers found that the t-counted (3.01) was higher than t-table (2.0116). It means that the hypothesis is accepted. In conclusion, using Instagram caption can improve vocabulary mastery of the eighth-grade students of SMPN 19 Palu

The aim of this research is to find out whether using Instagram caption can improve vocabulary mastery of the eight grade students of SMPN 19 Palu or not. The results of the data analysis showed that there is an improvement of the students in vocabulary mastery, it was found that the t-counted value (3.01) is higher that t-table value (2.0116). In implementing Instagram caption, the researchers gave exercise to the students in the form of making sentence and matching word because the researchers only focus on improving vocabulary mastery in meaning and use. After giving the exercise, it can be seen that matching word is better in improving students' vocabulary mastery than making sentence. The students prefer to match the word with the meaning rather than making sentence because students find it difficult to apply the appropriate grammar when making sentence. Also, the focuses of this research are common nouns, action verbs, descriptive adjectives. After giving the exercise, the researchers concludes that the vocabulary mastery that is easier for students to improve is common nouns because common nouns are more

common for students to find in daily life. Thus, using Instagram caption can improve students' vocabulary mastery.

Based on the data analysis, the researchers identified factors that influence students' interest in learning vocabulary via Instagram captions. The results of the data indicate that most students are interested in learning vocabulary through Instagram because it was effective for them. Rokhmawati & Mastuti (2018) stated that Instagram serves as a social media platform for students to utilize as a learning medium because students can easily to access it. Therefore, they can use it anywhere and anytime when they online.

Besides, the students do not need a teacher to explain the meaning of vocabulary that they have been found on Instagram because the vocabulary on Instagram easily to understand. According to Ramdhany (2017) students can be easier to learn vocabulary through Instagram by reading posts. This suggests that Instagram can help students to learn vocabulary practically because Instagram provide translation feature for user.

Moreover, Instagram makes it easy for us to interact with people from various countries. Klimanova & Dembovskaya (2013) stated that social media significantly influences less commonly spoken foreign languages, particularly in improving oral communication skills and original native speakers input. Thus, Instagram can be an alternative way to teaching English vocabulary to English language learners. It has proven to be effective in improving students' vocabulary mastery.

Using Instagram caption has proven successful in improving vocabulary mastery of eighth grade students of SMPN 19 Palu. The result of the research also supports the previous studies conducted by Rosdiani (2022), Yanuar Dwi Prasetyo (2022), and Muliana and Silvi Listia Dewi (2023), who succeeded in improving vocabulary mastery using Instagram caption. In addition, this study used different way to teach the students in the learning process. It means, although the way the researchers used have differences, this media is effective in improving students' vocabulary mastery. Therefore, this media is very suitable for used in improving students' vocabulary mastery by making caption in terms of sentences.

CONCLUSION

The objective of this research is to find out whether Instagram caption can improve vocabulary mastery of eighth grade students of SMPN 19 Palu or not. The researchers used tests to collect the data, the tests consisted of the pre-test and post-test. After collecting and analyzing the data, the researchers concludes that the result of data analysis indicates that the research hypothesis is accepted. It was proven by comparing the score

between t-counted and t-table, where the result of t-counted (3.01) is higher than t-table (2.0116). Thus, the researchers conclude that using Instagram caption can improve vocabulary mastery of the eighth-grade students of SMPN 19 Palu.

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