



USING SOCIAL MEDIA TO IMPROVE THE STUDENTS' ENGLISH ABILITY

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Abstract

The purpose of this study was to determine whether learning to use social media of Instagram can increase the vocabulary skills of third semester students of the PGSD Study Program, University of PGRI Palembang. This research was a quasi-experimental design and took a factorial experimental design A questionnaire and test used for collecting data. The data had been analyzed using a t-test to see the difference in mean between pre- and post-test and the regression analysis had also been given to see the contribution between variables. The result was the use of Instagram media in increasing vocabulary.

Keywords: Instagram, Social Media, Vocabulary

INTRODUCTION

In the era of globalization, it has made this world seem without borders and increasingly narrow. International standard schools and universities whose growth is increasingly mushrooming are increasingly being invaded and have a place in the hearts of the people. Parents who are financially capable tend to send their children abroad. They are aware and believe that market exchanges and global competition require workers who not only have technology and life skills, but also master communicative English. Nunan (2001) explained that the tremendous, rapid and global progress and developments in the field of print and electronic telecommunications have triggered and made the role of English more pragmatic and manifest. The emergence of Bilingual schools and superior schools that partially use English as the language of instruction in the teaching and learning process as well as the proliferation of foreign language courses, especially English, can certainly be used as indicators of how important, pragmatic and urgency the meaning of mastery of English in Indonesia is in general. If we are committed and focused on increasing competitiveness and winning the competition in the global market in increasingly competitive fields, such as the labor market, then mastery of foreign languages, especially English, according to the research binoculars, is obligatory.



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English is one of the international social languages whose speakers are most widely spread all over the world. Nations that have adopted and embraced the modern development paradigm have made English their second language in addition to their national language, such as Singapore and the Philippines. In this context, perhaps we need to look at the statement by Carter and Nunan (2001:3) that English today has become a global language which is characterized by the increasingly rapid and widespread use of English so that it is still necessary to distinguish and question English as a first language and a foreign language second. Evidence has shown that the speed of progress of a country, especially developing countries, in the transfer of knowledge, science and information technology from developed nations is significantly determined by mastery of the English language.

The use of Information Technology (ICT) in education is not only a means of developing learning but also makes a requirement for the assessment and quality of the status of an educational institution, in addition to the completeness of facilities and infrastructure, the quality of good educators also makes the teaching and learning process based on ICT. Smartphone has become an innovative and powerful device in the last ten years. It's been widely used to communicate, to help someone do their job, etc. Considering to its benefit and mobility, it is likely changes the way people live, communicate, and also learn. People tend to be rushed to get anything, especially when it comes to get information. Spreading information today is quick as light. People around the world can see happening things in second.

Utilization of Smartphones in this last decade there was an innovative and powerful technology which made the user being addictive with internet and mobile phones (Carbonell, Chamarro, Oberst, Rodrigo, & Prades, 2018). It has many function to helps people for communication and also as a mobile entertainment. Nowadays, people get easier, faster, and cheaper to reach information through mobile apps (Kugler, 2016). Beside the mobile character of smartphone it makes people changes the way how people live, communication, and also how to get information as learning media. Social media is expected to motivate the improvement of the quality of learning English vocabulary. Erkan and Evans (2016) argue that social media can be an effective tool for enhancing students' English proficiency by providing them with opportunities for communication, collaboration, and engagement in language learning

activities. Then with the teaching media can overcome the obstacles that occur in the learning process, in addition to the existence of teaching media can stimulate the thoughts, feelings, attention, and learning interest of students to be active in learning so that the learning process can run more effectively and efficiently achieve the intended target. According to Evafaliyanti and Usmawita, using social media can be an effective way to improve students' English ability.

Researchers focus using Social media because it's the biggest phenomenon related on the development of the sophisticated Smartphone in last decade, actually for young generation. According to Yadegarfar and Simin (2016), social media platforms such as Instagram can be used to enhance students' English language proficiency by providing opportunities for authentic language practice and communication. Any limitations of social networking provide the ease information and expanding the network that connect to everyone around the world (Kurniawati, 2018). Social media currently close with teenager in Indonesia is instagram. Indonesian`s teenager is the biggest number of society consuming social media (Felita et al., 2016). 32% as the number of Instagram user in Indonesia made it number two of popular social platform (Murnane, 2018). Instagram used by all of people in the world and many of them used English for their caption and without realizing that usually we read the stranger words translated to our language, through translating the words from English into the origin language students get new vocabulary.

According to Mukhtar Abdul Kader (2017), the use of social media in teaching English can facilitate student-centered learning, promote collaboration, and enhance engagement, resulting in improved English language proficiency. Frison and Eggermont (2017) argued that using social media can improve students' English proficiency through the exposure to authentic language use and interaction with native or proficient English speakers. Social media can be used as a source of innovative learning to support students self-learning, one of social that can be used is instagram. Instagram is interesting mobile learning media to improve students vocabulary of four factors namely; simplicity, accessibility, feeling of happiness, and student`s vocabulary mastery achievement (Kamal, 2019). According to Geddes (2016), the use of social media can provide a collaborative and interactive learning environment for students to improve their English language skills. Four factors above being the new pedagogical

strategy for teaching, indeed modernity bring teenagers or students are more addicted with smartphone. Djafarova and Rushworth (2017) suggest that online celebrities' Instagram profiles can be credible sources of influence for young female users' purchase decisions and potentially also for their language learning.

The researchers are interested in this topic because the learning methods used is social media that is closed with learners. Several studies suggest that using social media is an effective way to enhance students' English language proficiency. Mansor and Rahim (2018) found that using social media can effectively improve students' English ability, while Liliia and Gulnara (2016) highlighted that social media can serve as an effective tool for language learning. Additionally, Montgomery (2017) argued that the use of social media can enhance students' English language proficiency through increased engagement and interaction. Most of learners have difficulties in understanding the words meaning because of lack vocabulary mastery. According to Ansyah Putra Wijaya and Andre, using social media can help to improve students' English ability by providing them with opportunities for authentic language practice and interaction outside of the classroom. Learners need to increase their vocabulary. This is interesting to combine what learners need with what learners interest. Instagram as mobile learning attract the interest one for learners to enjoy the learning process. Therefore, this research is worth to conduct.

Based on the follow-up when the English learning process took place, it was seen that there were problems from students who always had difficulties in learning English because of the lack of interest/motivation of students to know English vocabulary. In addition, there is a lack of more modern digital learning media so that students can take lessons with high motivation.

So that researchers can conclude that in the current 5G era, students' interest in learning English must be innovative and creative in using media. One of them is using social media, namely Instagram. This means teaching strategies have to be modified. In other words, to achieve good progress in teaching understanding of increasing English vocabulary, lecturers must apply various teaching techniques, one of which is using Instagram. To carry out this research, the researchers will take a sample of first semester students at the University of PGRI Palembang. The researchers intend to see the effect of using Instagram media in increasing English vocabulary.

From these facts and reasons, researchers are interested in conducting research in the form of experiments to students at the University of PGRI Palembang entitled "INCREASING OF ENGLISH VOCABULARY STUDENTS THROUGH SOCIAL MEDIA INSTAGRAM".

RESEARCH METHOD

The researchers used the experimental method by applying a quasi-experimental design and choose a factorial experimental design. Most designs only involve a single independent variable. In a factorial design, two or more independent variables are involved (McMillan & Schumacher, 2010, p. 283). This type of design is used for two main purposes: (1) to see if the effect of the intervention is consistent across subject characteristics and (2) to examine the unique effect of the joint independent variable (this is called interaction). There were two groups in this study: two experimental groups with no control group. In the first experimental group, students received treatment using Instagram. The second experimental groups received treatment using conventional strategies. Both groups were given pre-test and post-test with the same treatment.

This research was a quasi-experimental design and took a factorial experimental design. The researchers used this design because this study involves two parallel groups where X1 and X2 here refer to the treatment applied to the experimental group taught using Instagram, the second group using conventional.

Researchers conducted research at University of PGRI Palembang in PGSD study program in third semester, class C for the 2022/2023 academic years with a population of 40 students.

Two stages of sampling had been used in this investigation. The sample was students in third semester, class C PGSD Study Program University of, PGRI Palembang for the 2022/2023 academic years. Then the researchers divided it into 2 sessions, an experimental one where 20 students learned using Insgram media which would be applied and a control group of 20 students were trained with conventional.

The researchers conducted the research based on the following procedures: (1) preliminary observations were made to see why the students' reading skills were low, (2) permission from the head of the English language education study program was

obtained to make the research practically feasible, (3) references regarding the research topic were collected and studied, (4) tests, syllabus and lesson plans planned and discussed, (5) pretest collected, (6) actions for experimentation, (7) posttest conducted, (8) data which is the result of the study analyzed.

FINDINGS AND DISCUSSION

By looking at the data obtained and statistically calculated and documentation as supporting data analyzed qualitatively, the researchers tried to describe his interpretation based on the findings highlighted earlier in this study. Statistically, it was found that students who were taught through instagram strategy had better motivation than students from the control group. Initially in the pretest, the researchers postulated that between the two groups, the experimental and control groups, the student scores were similar. This shows that students have the same ability in vocabulary skill to their motivation. After the treatment, the experimental group experienced significant progress in vocabulary skill towards their motivation better than the control group. This shows that the treatment used, in this case instagram is a good strategy that can be implemented in the teaching and learning process.

There are several reasons that lead to the success of students' vocabulary skill in their implementation towards the third semester Basic English subject University of PGRI Palembang students in academic years the 2022/2023. The first reason was that Instagram had characteristics that can support students to explore their achievements without making them bored. This causes students to be motivated to join the class.

Instagram strategies also increased student motivation. This strategy also motivates students to explore their vocabulary skill. This opens up space for students so as to increase and vocabulary skill. In this study, especially in English vocabulary skill can increase student motivation, one of which is by using the Instagram strategy.

In conclusion, Instagram contributes to the vocabulary skill of students in the at University of PGRI Palembang in the academic years 2022/2023. This can be seen from the research results in the form of statistical analysis and descriptive analysis collected from tests and documentation during the research process. In addition, instagram strategy not only increases student motivation but also students' understanding of vocabulary skill, but also in fact it actually works much more than that. As a result,

researchers can dig deeper related to understanding students' vocabulary skill on their motivation in learning, and get a lot of benefits and effectiveness from Instagram strategy.

CONCLUSION

The researchers intend to conclude this reserach. Using Instagram can increase students' vocabulary. There are several reasons that led to the success of Instagram in its implementation of understanding in vocabulary skill of semester 3C students of the PGSD study program at University of PGRI Palembang in the academic years 2023/2023. The first reason is Instagram is digital social media that students have the account, so the students interested to use Instagram in vocabulary learning. Lastly and most importantly, the students always update daily activities by using instagram so that educators could take advantage Instagram using digital media. Based on the conclusion above, the researchers would like to make some suggestions. The using Instagram could be used for school and college levels from elementary to high level, of course, it could be adjusted to the content of certain level vocabulary materials. As educators of in the English education study program especially and another subjeact, we are required to be proficient and creative in applying the vocabulary skill. According to the research results, there were many advantages in applying using Instagram which can increase understanding quickly and precisely, especially vocabulary in English.

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