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## The Effect of Using Instagram Short Video Media Towards Students' Vocabulary Mastery at The Seventh Grade of Babunnajah Junior High School Menes-Pandeglang

**Enasaroh<sup>1</sup>, Ade Sudirman<sup>2</sup>, Ari Fajria Novari<sup>3</sup>**

<sup>1</sup> English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

<sup>2</sup> English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

<sup>3</sup> English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

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### ABSTRACT

The research aims to investigate the effect of using Instagram short video media towards student's vocabulary mastery at the seventh grade of Babunnajah junior high school Menes-Pandeglang in the academic year 2021-2022. This research used quantitative approach and quasi-experimental method with achievement test in collecting data. Achievement test include pre-test and post-test. Short Instagram videos are used as learning media to help students master vocabulary. Jagobahasacom is the Instagram account used as the video source. The experimental class for this research was seventh grade B, and the control class was seventh grade A. Each class has 20 students, for a total of 40 samples in all. The experimental class's mean score on the pretest was 62.15, while the control class's score was 59.45. Following the acquisition of posttest results, the experimental class had a mean score of 70.65, whereas the control class received a score of 66.3. Hypothesis testing is done by comparing T-table with T-count. The results obtained from hypothesis testing are  $-1.686 > -3.068$ , this result indicated that  $H_0$  was rejected and  $H_a$  was accepted. As a result, hypotheses test indicated that there is significant effect of using Instagram short video media towards student's vocabulary mastery at the seventh grade of Babunnajah junior high school Menes-Pandeglang.



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### INTRODUCTION

Humans are social creatures, which means they need the help of other humans. Communication is the way how humans interact with fellow humans. They express themselves by communicating humans. They express themselves by communicating. The first word that come out are usually what their parents often pronounce to themselves. English is one of the languages that humans should learn, because English is an international language. As a result, it is a language capable of

<sup>1</sup>Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia  
e-mail: [enasaroh.bee@gmail.com](mailto:enasaroh.bee@gmail.com)

<sup>2</sup> Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia  
e-mail: [adesudirman03@gmail.com](mailto:adesudirman03@gmail.com)

<sup>3</sup> Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia  
e-mail: [ari.fajria@gmail.com](mailto:ari.fajria@gmail.com)

connecting people from disparate worlds. In the world of English education, to fulfill the necessities of today's world, English is a lesson that should be taught. This is based on the output that every human being wants.

Students must master four language skills: listening, speaking, reading, and writing. Zulaikho et al (in Karlina and Sudirman 2020:117) stated that speaking is the process of communication or interaction with other people in order to communicate each other. Speaking is one of the skills that must be learned by every student in order to be able to communicate with other people around the world and to support in all aspects of life. The majority of Indonesian are unconcerned about English. This is due to the fact that learning English is difficult. Many students are lack confidence in their ability to communicate in English on a regular basic.

Based on the results of research conducted by author at Babunnajah Junior High School Menes-Pandeglang, there were several factors that lack interest in learning English at this school. They were low speaking skill and using of textbook as learning media that were less attractive to students. The using of learning media that lack variety made students less interested in learning English. The way English vocabulary written and spoken was significantly different. As a result, the students' English vocabulary mastery was low. The low mastery of students' English vocabulary affected students' speaking skill. Many students are lack speaking skill because they were not interested in memorizing English vocabulary.

Based on the explanation above, the author offered a media for teaching English vocabulary through Instagram short videos. Learning through Instagram short videos are considered effective to increase students' interest in learning vocabulary because it is more interactive so that it attracts students' interest in learning.

### **Vocabulary**

According to Teng (2021:1) "Vocabulary is the foundation for learning a language." English is one of the languages that should learn by each student. The number of vocabularies owned by students affects students' language skills. There are several language skills that students should master, including listening, speaking, reading and writing. All of these skills are highly dependent on students' vocabulary mastery. Where one English word is written, read, and spoken differently in each formation when learning English. Therefore, it is important to master English vocabulary. This shows the skill of students to form sentences in learning at the seventh grade.

Linse (2005:121) stated that vocabulary is the collection of words that an individual knows. The quantity of students that know a lot of vocabulary proves how well they know the four language skills.

In summary, vocabulary is a collection of words that they own, and it is an important skill to learn in order to support language skills. It is easier to master language skills when you have a large vocabulary.

### **Type of Vocabulary**

#### **1) Passive or receptive vocabulary**

Students acquire vocabulary through listening or reading activities. where the vocabulary is memorized by students and students only know how the word is written and pronounced. Usually, the vocabulary obtained is not common to use in student conversations or words used in communication. The vocabulary obtained is only in accordance with the context of the reading or the material being studied by students.

#### **2) Active or productive vocabulary**

The vocabulary acquired by students must be further. In this case, students are able to use this word to communicate, not only to memorize and know the pronunciation but also to be able to form grammatical patterns from the words that have been obtained. The vocabulary obtained is used by students actively in expressing their thought patterns in sentence patterns.

### **Strategies for Acquiring Vocabulary**

Cook (2008:60) stated that there are many ways that students can do to be able to master more vocabulary. Some strategies that can be used by students are as follows.

#### 1) Repetition and rote learning

The first thing to do in mastering vocabulary is repetition and memorization. This activity can be started with vocabulary from a basic category. There are several vocabularies in one category, and this pattern continues with additional categories. This is done continuously until students can memorize many categories.

#### 2) Organizing words in the mind

This second stage is done after students run the first strategy, where students have memorized several categories of vocabulary. Following that, students create a whole phrase by combining words from various categories. Students can use their minds to structure a memorized word and describe it in detail.

#### 3) Linking to existing knowledge

Students can increase their vocabulary mastery by making connections between new vocabulary and previous material or vocabulary.

In short, as previously said, students can master language in a variety of strategies. For students' vocabulary mastery, the author employed three strategies. They are in accordance with the author's flow. This strategy can also be used to teach beginners how to learn vocabulary.

### **Teaching of Vocabulary**

According to Harmer (in Hamer *et al* 2018:171) "Teaching vocabulary is a major part of the teacher's art." The teacher should be able to teach vocabulary in a fun way. Teaching vocabulary has many ways and can be delivered with a variety of interactive media. This vocabulary teaching should be able to attract students' interest because students must be able to remember the vocabulary that they learn. Teachers are required to present interesting media in teaching vocabulary. Interesting media helps students in recalling the vocabulary that they have learned.

### **Assessing of Vocabulary**

In vocabulary assessment students are required to know the meaning and use of the vocabulary in sentence formation and students should be able to use vocabulary in communication activities.

Coombe (2015:116) stated that MCQs are one of the most common formats in professionally-developed language tests. The MCQ format can be used to assess vocabulary knowledge in a variety of ways. They are synonym recognition, definition recognition, meaning in context and odd one out. The second is matching formats. It is another common objective format used in vocabulary assessment.

In the other hand, kind of assessing vocabulary is embedded. Coombe (2015:120) stated that testing vocabulary in an embedded way looks at vocabulary as part of a larger construct. Embedded vocabulary assessment examines a student's vocabulary use or quality in relation to a text that student has written, read, listened to, or spoken.

Based on the above-mentioned vocabulary assessments, the researcher chose to use the multiple-choice questions format of assessment. This was thought to be more diversified and in line with research on students' vocabulary mastery undertaken by researcher.

### **Instagram Short Video**

According to Woolfitt (2015:4) "Video is defined here as digitally recorded content that has sound and motion that can be stored or delivered live, and can be streamed to a variety of devices." Video is the result of recording in the form of moving images and has sound that is broadcast on other devices, whether you watch it live or just old broadcasts.

Video can be used for classroom learning. It is used to assist teachers in delivering materials. The short video was chosen because it does not take much time in learning, so the teacher is able to divide the time to explore the knowledge and results obtained by students in learning.

Zhang (2020:544) also stated that short videos are one of the things that have sprung up from social media especially with the advanced and dynamic web 2.0. These short videos are often found on social media platforms today. Many social media provide content in the form of short videos. Many content creators share short videos on social media either with the aim of entertaining or to share various information.

In short, short video can be used as teaching media. It can support teachers in teaching time management in the classroom. Teachers can get this short video from a variety of sources, including social media.

### **Social media**

Access to information is incredibly easy in this digital era. The internet has advanced to the point where anyone can use it. The use of social media is quite simple, and it caters to the demands of each individual. Almost every day, people use their mobile devices to browse social media.

### **Instagram**

In 2012 Instagram was introduced to the public as a social media. Agustin & Ayu (2021:2) stated that Instagram (also called IG or Insta) is a photo and video sharing application that allows users to take photos, take videos, apply digital filters and share them to various social networking services, including Instagram's own. Instagram has a lot of features to entice users. In addition to sharing videos and photos, users can now stream live on their own account or join other Instagram accounts.

### **METHOD**

This research used quantitative approach and quasi experimental design. Creswell (2018:41) stated that quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. According to Ary *et al* (2012:339) "Quasi-experimental designs are considered worthwhile because they permit authors to reach reasonable conclusions even though full control is not possible."

In quasi-experimental, there were three stages, namely pre-test, treatment and post-test. As a result, before the author began treating the students, author gave a pre-test (vocabulary test) to determine the students' initial knowledge, then author gave a treatment using a short video on Instagram as a media in learning for experimental class and TikTok video for control class.

The population in this research was the seventh-grade students of Babunnajah Junior High School Menes-Pandeglang, which consisted of 40 students. The seventh class was the experimental class and the control class. Class B as the experimental class consisting of 20 students and class A as the control class consisting of 20 students. In this research, the author used a purposive sampling technique and achievement test as an instrument of the research.

Ary *et al* (2012:216) stated that achievement tests measure mastery and proficiency in different areas of knowledge by presenting subjects with a standard set of questions involving completion of cognitive tasks. This test was used to determine whether or not the students have mastered the material. The test was conducted to measure students' vocabulary mastery. The first test was a pre-test where the author gave a test to students to determine the students' prior knowledge. This pre-test aimed to measure students' skill in vocabulary mastery. The author conducted learning in class according to the lesson plan. In this section the author used Instagram short video in experimental class and TikTok videos in control class as media in delivering teaching materials. This test was given to find out the increase in their vocabulary addition after undergoing

treatment. As a result of this post-test, author identified the effect of using short video Instagram in vocabulary mastery.

The results of data obtained were analyzed in some stages: normality and homogeneity. The results of hypothesis testing indicated whether alternative hypotheses can be accepted or rejected. The hypothesis testing framework was also to determine whether the observed sample data deviated from what is expected of the population itself.

**RESULT AND DISCUSSIONS**

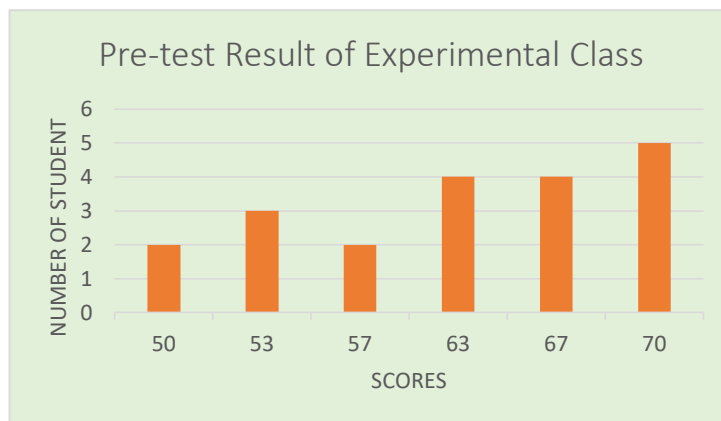
The author tested an instrument at another school with a similar level before conducting this research, Specifically, seventh grade. There were 50 questions tested. 30 of the 50 questions that were examined for validity passed the test. The pre-test was given to the control class and the experimental class. The results of the students' pre-test, the experimental and control classes' highest and lowest scores were 70 and 50, respectively. With a 62.15 and 59.45 mean score for each class.

The author began providing treatment to both classes. Four meetings were used to complete these learning activities, which also included the pre- and post-tests. The results obtained from the post-test, in the control class, the highest score was 80 and the lowest score was 53. Meanwhile, the experimental class had the highest score of 80 and the lowest score of 57.

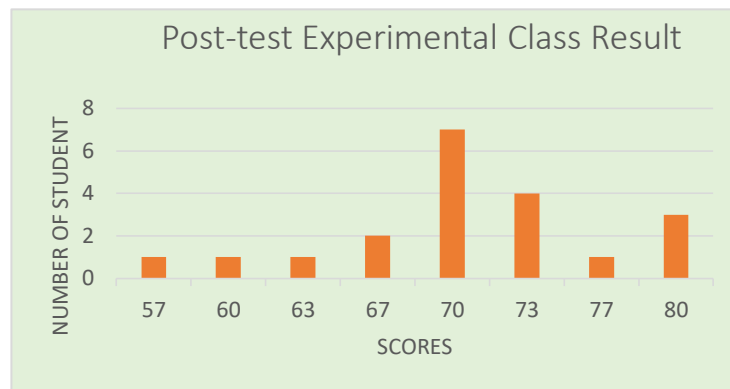
**Table 1. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Standard Deviation
Pre-test Experimental	20	50	70	62,15	7,2
Post-test Experimental	20	57	80	70,65	6,1
Pre-test Control	20	50	70	59,45	6,7
Post-test Control	20	53	80	66,3	9,4

**Picture 1. Pre-test Result of Experimental Class**



Picture 2. Post-test Result of Experimental Class



The author conducted a reliability test after conducting the validity test. According to Cresswell (2018:334) "Reliability refers to whether scores to items on an instrument are internally consistent, stable over time (test-retest correlations), and whether there was consistency in test administration and scoring." A reliability test was conducted to determine whether the data was presented was reliable. The reliability coefficient for the data in this research, which was 0.92, indicated that the results were reliable.

After the treatment was carried out in two classes, the author conducted a post-test to know the comparison and whether there was an effect of using Instagram short video media towards student's vocabulary mastery at the seventh grade of Babunnajah junior high school Menes-Pandeglang. The author examined post-test data from the experimental and control classes for normality. The author used the Liliefors test formula in this normality test while considering the normality distribution criteria, which stated that the data was considered normal if  $L_{count}$  is smaller than  $L_{table}$ . The critical value in the  $L_{table}$  distribution was considered when determining the  $L_{table}$  value, which was 0.05 and the df value. For the normality test's df value,  $df = \text{number of respondents (N)}$ .

Considering that there were 20 respondents of this research, the df value was 20. The  $L_{table}$  value is 0.190 based on the distribution values in table L and the degree of freedom (df). The experimental class's  $L_{count}$  value was calculated using the findings of the normality test, and it was 0.150. and 0.189 was the result for  $L_{count}$  in the control class. Both data were declared normal based on the normality test's distribution requirements and the results obtained by both classes.

The homogeneity test utilized the variance test or the F test formula while taking the homogeneity distribution criteria into consideration. If  $F_{count}$  was smaller than  $F_{table}$ , the data was declared homogenous. The significant value in table F's distribution, which was 5 percent, and the df value were used to calculate the  $F_{table}$  value. For the F test, the formula was  $df = n-1 = 20-1 = 19$ . These results related to the  $F_{table}$  value was 2.17. the results of the F test, which was calculated to be 0.441. As a result, by comparing  $F_{count}$  with  $F_{table}$ , the data obtained was  $F_{count} < F_{table}$  or  $0.441 < 2.17$ , then the data was declared homogeneous.

By comparing the outcomes of the pre-test and post-test in the experimental class while allowing for the distribution criteria of the hypothesis, this hypotheses test was carried out. The null hypothesis ( $H_0$ ) was accepted and  $H_a$  was rejected if  $-T_{table}$  is smaller than  $T_{count}$  by focused on the df value and the significant value in table T's distribution, which was 0.05. The formula for the T test's df value was  $df = n_1+n_2-2=20+20-2=38$ . These results provide a  $T_{table}$  value was 1.686. The results obtained in the T-test calculation was -3.068. As a result,  $T_{table} > T_{count}$ , or  $-1.686 > -3.068$ , was the result of comparing  $T_{Table}$  with  $T_{count}$ , and this result indicated that  $H_0$  was rejected and  $H_a$  was accepted.

As a result, hypotheses test indicated that there is significant effect of using Instagram short video media towards student's vocabulary mastery at the seventh grade of Babunnajah junior high school Menes-Pandeglang.

**Table 2. Summarizing the Data Processing**

Analysis	Result	Criterion	Description
Normality Test of Control class	$L_{\text{count}} = 0.189$ $L_{\text{table}} = 0.190$	$L_{\text{count}} < L_{\text{table}}$	Data distribution was normal
Normality Test of Experimental class	$L_{\text{count}} = 0.150$ $L_{\text{table}} = 0.190$	$L_{\text{count}} < L_{\text{table}}$	Data distribution was normal
Homogeneous Test	$F_{\text{count}} = 0.441$ $F_{\text{table}} = 2.17$	$F_{\text{count}} < F_{\text{table}}$	Variance Data distribution was Homogeneous
Hypotheses Test	$T_{\text{count}} = -3.068$ $T_{\text{table}} = 1.686$	$-T_{\text{table}} > T_{\text{count}}$	$H_a$ Accepted

## CONCLUSIONS

Students have benefited from modern technology advancements and the popularity of social media. The number of social media used by students, one of which was Instagram, was the background for author to conduct research on Instagram short videos as learning media. The use of learning media from the internet, especially in this case social media was considered more attractive because it was usually in the form of videos. Virtually each time students access social media. Author wanted to know the effect of using Instagram short videos as a learning media to improve student's vocabulary mastery of seventh grade of Babunnajah Junior High School.

As a result of this research, author had known the effect of using Instagram short videos as a learning media to improve student's vocabulary mastery of seventh grade of Babunnajah Junior High School. This was indicated by an increase in student learning outcomes after treatment for four meetings. The data were calculated by calculating the data analysis carried out by the author. The results provide a  $T_{\text{table}}$  value was 1.686. The results obtained in the T-test calculation was -3.068. As a result,  $T_{\text{table}} > T_{\text{count}}$ , or  $-1.686 > -3.068$ . This improvement in student's vocabulary mastery, it can also be seen that there was an increase in vocabulary that students have gotten from Instagram short videos.

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