Are Senior High School Students Interested in Learning Vocabulary in ELT Context Using Instagram Platform?

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Abstract

Vocabulary is one important aspect of learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding. Learning vocabulary, therefore, is perceived as important. However, EFL learners often have limited access to learn vocabulary. With the growth of technological uses in language teaching, this study aims to unveil the level of students' interest in learning vocabulary through Instagram. The quantitative approach, therefore, is used in this study. The study involves 49 senior high school students of SMAN 1 Palopo. The findings indicate that that the average score of students' interest in learning vocabulary through Instagram is 67,58. The highest percentage of the result is 44.41% that indicates that the students of SMAN 1 Palopo are interested in learning vocabulary through Instagram.

Keywords: Vocabulary, Learning vocabulary through Instagram, Social media in vocabulary learning, vocabulary in ELT

A.   Introduction

According to Brown (1994: 3), Vocabulary is one important aspect of learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding. It might indeed be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. The learners cannot communicate with others clearly, because of the limited vocabulary. In using the language, students who are rich in the vocabulary will be successful both in expression skills: speaking and writing and receptive skill: reading and listening, but one who is poor in the vocabulary will get trouble in those skills, (Thornbury, 2002: 13). The student whose motivation is integrated for their future career will be more actively involved in improving their English vocabulary not only in class but out of class as well. For the students, many aspects can help and develop them in learning vocabulary. One of the most important in learning vocabulary is how the students become interested in that subject.

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The classic method of ELT in classroom instruction may affect the ineffective process and minimal results. However, this classic method (especially the grammar-translation method) still impressed EFL teachers, such as the EFL teachers in bilingual elementary school (Atinia & Rofik).

At the experiential level, interest is the feeling of being engaged, caught up, fascinated, and curious. There is a feeling of wanting to investigate, become involved, or extend or expand the self by incorporating new information and having new experiences with the person or object that has stimulated the interest. Currently, students' interest becomes the main factor in learning vocabulary. In the area of technological development, students will be easy to learn vocabulary. The way they learn is on their hand by looking up vocabulary using an electronic dictionary in their gadget. This condition should attract students in learning English particularly vocabulary, but the fact is that the student's interest still becomes a major problem. Also, students can enlarge their vocabulary through social media like Facebook or Instagram by stressing large communicative activities and sharing knowledge.

Learning may occur consciously or without conscious awareness. Therefore, the researcher is interested to acknowledge the students' interest in learning vocabulary. Furthermore, students can learn by updating status, read a timeline, posting some videos and photos. In this case, it is a certain vocabulary that is understood more diverse. So, unconsciously they will learn through their habit. Learning may occur consciously or without conscious awareness. Therefore, the researcher is interested to acknowledge the students' interest in learning vocabulary.

The researcher is interested in researching the eleventh-grade students' of SMAN 1 Palopo because in general, students have social media like Instagram to communicate with their friends to get information or learn English. Besides that students tend to prefer to use social media in daily activities and learning activities, if the English vocabulary has been increased, it will be very useful to improve student's performance in academics as well as their knowledge in non-academics, this reason makes researchers Interested to find out how the students' interest in learning vocabulary through Instagram.

Based on the statement above, the researcher formulated the question as follows; What is the level of students' interest in learning vocabulary through Instagram? Concerning the research question, the objective of this research aims to find out how the students' level of interest in learning vocabulary through Instagram.

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B.   Literature Review

1. Some Pertinent Ideas

According to Harris and Hodges (2009: 1) "Vocabulary is a tool for communicating words that can be known by other people". So it is concluded that this vocabulary is very influential in terms of peculiarities and vocabulary is the only key for students to acquire their skills. Meanwhile, Jackson (200: 11) says that vocabulary is a written word that can express a lot of meanings in the form of a paragraph or sentence. Furthermore, Blachowicz and Fisher (2000: 2) provide four main principles in guiding vocabulary instruction. (1) students can be active in developing their thoughts about the vocabulary being studied, (2) students must be able to make their way of integrating vocabulary lessons, (3) students must share information sources to learn words through repeated exposures, Furthermore (4) students are advised to be creative in deepening their understanding of vocabulary and must be motivated to make a bridge between what they know and the vocabulary concept they are learning.

a. Types of Vocabulary

There are two kinds of vocabulary, namely receptive and productive vocabulary.

1) Receptive Vocabulary

Nagy (2005: 22) is that receptive vocabulary is understood and its meaning is known to students when reading text or listening to text. Students recognize and understand the meaning of words which can cause them to seem to know the text they have read but find it difficult to write and speak.

2) Productive Vocabulary

Knowledge of productive vocabulary because it is assumed to be words that are understood and can be spoken for by students, in daily life we can find students able to express these words in the language and writing well. Thus, productive vocabulary can be interpreted as a process where words are active because students can produce words to express their thoughts and feelings that are understood by others (Nagy, et al, 2005: 21).

According to Johnson (2008: 93), vocabulary is divided into four types according to English language skills. it is one of the vocabularies of listening, reading vocabulary, speaking vocabulary, and writing vocabulary.

2. Learning Interest

Good (2001: 295) suggests that interest is a subjective-objective attention or attitude condition involving perceptions or ideas in attention and the combination of feeling awareness may be temporary or permanent, based on native speakers conditioned by experience.

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Meanwhile, Robert (2004: 565) states that experimentally an interest is a response to the liking that is present when we realize an object that we are prepared to reach or when we realize our disposition towards the object we like.

Hilgard and Atkinson (2000: 21) state that interest is a part of the personality which is usually defined according to objects or activities. This means that may be interested in reading, playing music, or traveling. Furthermore, Chaplin (1999: 266) states: Interests are: "(1) a timeless attitude that involves individual attention to make it selective about the object of interest; (2) a feeling that certain activities, hobbies, or objects are of value or significance to the individual; and (3) motivational state, or part that guides behavior in a certain direction towards a certain goal ". Passion for something is one of the important things that can produce a person for the best results from what they do or like. According to Harackiewicz and Hulleman (2010: 42) describing the interest is when someone is involved or engrossed in something that cares about him and they have positive feelings towards him. Meanwhile, Henley (2010: 19) says that: When students are involved in their learning, distraction is minimal.

Harakiewicz and Hulleman suggest that when we care about something, it means it is important to us, if "I am interested in my son's prosperity", and that we (mostly) have positive feelings towards him, for example, "I was interested in playing volleyball this fall, And "I have a research interest in social psychology." In addition, Yuan (2009: 21) suggests that if someone does something they achieve, they will be more likely to be positive about it.

Based on some of the definitions above, it can be concluded that interest is a mental condition that leads to a person's attitude towards an object, and what is felt will make daily activities or feelings that will make something done about behavior and encourage to make something.

3. Social Media

Schmitt, (2000: 1-2) argues that vocabulary is the basis of every language learning as well as English. Students will find it difficult to master English without having to know the meaning of these words both orally and in writing. Ahlqvist (2008: 13) reveals that "Social media leads to a means of interaction that exists between people where they produce, share, exchange and examine the content in communities and virtual networks between them, Kietzmann (2011: 3)" argues that Social Media uses web-based mobile and everything technology tools to create a very entertaining platform where individuals and groups share, collaborate, discuss, and modify user-generated content". Social media is an internet organization-based application made from the ideological and technological foundations of Web 2.0 and which will form the creation and

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exchange of content which can be generated by users, from another definition from Haenlein (2010: 61).

4. Instagram

Nagy et al (2001: 109) argue that there are many accounts on Instagram that still use English and also many users get difficult words so that users are motivated to look for the meaning of difficult words or words that are not easy to understand.

C.   Methods

1.   Research Design

This research applied the descriptive quantitative method. The purpose aims at investigating the students' level of interest in learning vocabulary through Instagram.

2.   Time and Location

The researcher conducted this research in April 2020. It was located at SMA N 1 Palopo.

3.   Population and Sample

a.   Population

The population is the entire subject of the research. The population of this research is the eleventh-grade students of SMAN 1 Palopo. The population is 336 Which consists of 11 classes.

b.   Sample

In taking a sample, the researcher used the purposive sampling technique. The specific purpose of the sample was the students who had Instagram as their social media. The researcher will take three classes as the sample.

4.   Research Instrument

In collecting data, the researcher used a questionnaire through Google form as the instrument of the research to find out the level of students' interest in learning vocabulary through Instagram. The total number of questions of the questionnaire is 20 items.   The questionnaire was scored by employing a Likert scale ranging from strongly interested to strongly uninterested. To assess the items were following:

Table 1.1 Questionnaire Criteria

Statement	strongly Interested	Interest	Uninterested	Strongly Uninterested
Favorable (+)	4	3	2	1

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Unfavorable (-)	1	2	3	4

(sugiyono, 2014 :93)

5. Procedure of Collecting Data

In collecting data, the researcher will follow the step below:

1) The researcher asked respondents to participate as a sample
2) The researcher invited willing students to the research group.
3) The researcher shared a link to the questionnaire.
4) After that, the researcher distributed the questionnaire via Google Form and explained to students how to fill out the questionnaire.
5) The researcher waiting for students to fill out the Google form.
6) The researcher collected the data from Google form.
7) The researcher analyzed the data.

6. Technique of Analyzing Data

The technique of data analysis used in this research is descriptive analysis. It covers the mean score, frequencies, and percentage of the questionnaire result. Mean score is the average score got by the students in filling the questionnaire. It is used to describe whether the result of the questionnaire is in the very high, high, low, or very low category. Frequencies or percentage is used to describe the rate of questionnaire result filled by the students. To find out the mean score, frequencies, and percentage of the questionnaire result, the researcher used SPSS for windows.

To determine the score classification of the questionnaire, the researcher used the following table 1.2.

Tabel1.2 Students' score classifications

Point Values	Rate Scores
Very High	76-100
High	56-75
Low	26-55
Very Low	0-25

(Sugiyono, 2014 : 20)

D. Findings and Discussion

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In this section, data were collected from 49 students and given a grade questionnaire with descriptive percentage analysis. The result of the questionnaire is presented in appendix 2 on page 38. Based on the data of the questionnaire, it is found that the average score of students' interest in learning vocabulary through Instagram is 67, 58. The minimum score is 25 and the maximum score is 100. Regarding the average score of the questionnaire, it is shown that the level of interest is on the high level.

a) Frequencies and Percentages of the Result of the questionnaire

The percentage of interest based on the items of the questionnaire is presented in the following tables.

Table 4.1 I' am interested in changing the English setting on Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	5	10.2	10.2	10.2
	uninterested	17	34.7	34.7	44.9
	interested	23	46.9	46.9	91.8
	Strongly interested	4	8.2	8.2	100.0
	Total	49	100.0	100.0	

In table 4.1, it can be concluded that 4 out of 49 students are very interested, 23 students interested, 17 students uninterested, and 5 students strongly uninterested.

Table 4. 2. I'm interested in the English language accounts on Instagram because I want to get more foreign friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	5	10.2	10.2	10.2
	uninterested	9	18.4	18.4	28.6
	interested	25	51.0	51.0	79.6
	Strongly interested	10	20.4	20.4	100.0
	Total	49	100.0	100.0	

In table 4.2, it can be concluded that 4 out of 49 students are very interested, 23 students interested, 17 students uninterested, and 5 students strongly uninterested.

Table 4. 3. Vocabularies in Instagram are difficult to understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	6	12.2	12.2	12.2
	uninterested	26	53.1	53.1	65.3
	interested	13	26.5	26.5	91.8
	Strongly interested	4	8.2	8.2	100.0
	Total	49	100.0	100.0	

In table 4.3, it can be concluded that 4 out of 49 students are very interested, 13 students interested, 26 students uninterested, and 6 students strongly uninterested.

Table 4. 4. I'm interested in updating my status using English Language, so I can look educated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	5	10.2	10.2	10.2
	uninterested	7	14.3	14.3	24.5
	interested	22	44.9	44.9	69.4
	Strongly interested	15	30.6	30.6	100.0
	Total	49	100.0	100.0	

In table 4.4, it can be concluded that 15 out of 49 students are very interested, 22 students are interested, 7 students are uninterested, and 5 students are strongly interested.

Table 4.5 Instagram doesn't give benefits to improve English Vocabularies because I think it is not effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	4	8.2	8.2	8.2
	uninterested	17	34.7	34.7	42.9
	interested	24	49.0	49.0	91.8
	Strongly interested	4	8.2	8.2	100.0
	Total	49	100.0	100.0	

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In table 4.5, it can be concluded that 4 out of 49 students are very interested, 24 students interested, 17 students uninterested, and 4 students strongly interested.

Table 4. 6. I am not interested in learning vocabulary on Instagram because I just used it to communicate with Indonesian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	10	20.4	20.4	20.4
	uninterested	23	46.9	46.9	67.3
	interested	14	28.6	28.6	95.9
	Strongly interested	2	4.1	4.1	100.0
	Total	49	100.0	100.0	

In table 4.6, it can be concluded that 2 out of 49 students are very interested, 14 students interested, 23 students uninterested, and 10 students strongly uninterested.

Table 4. 7. I don't like to follow English accounts on Instagram because I think it is not important.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	3	6.1	6.1	6.1
	uninterested	19	38.8	38.8	44.9
	interested	21	42.9	42.9	87.8
	Strongly interested	6	12.2	12.2	100.0
	Total	49	100.0	100.0	

In table 4.7, it can be concluded that 6 out of 49 students are very interested, 21 students interested, 19 students uninterested, and 3 students strongly uninterested.

Table 4. 8. I'm interested in finding a new vocabulary when See the videos or photos on Instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	9	18.4	18.4	18.4
	uninterested	25	51.0	51.0	69.4
	interested	15	30.6	30.6	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly interested	9	18.4	18.4	18.4
Total	49	100.0	100.0	

In table 4.8, it can be concluded that 9 out of 49 students are very interested, 15 students interested, 25 students uninterested, and 9 students strongly uninterested.

Table 4. 9. The topic in English accounts on Instagram is not interesting because it is very boring.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	4	8.2	8.2	8.2
	uninterested	16	32.7	32.7	40.8
	interested	21	42.9	42.9	83.7
	Strongly interested	8	16.3	16.3	100.0
	Total	49	100.0	100.0	

In table 4.9, it can be concluded that 8 out of 49 students are very interested, 21 students interested, 16 students uninterested, and 4 students strongly uninterested.

Table 4.10. I'm interested in spending my free time in front of a smartphone surfing in cyberspace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	4	8.2	8.2	8.2
	uninterested	17	34.7	34.7	42.9
	interested	23	46.9	46.9	89.8
	Strongly interested	5	10.2	10.2	100.0
	Total	49	100.0	100.0	

In table 4.10, it can be concluded that 5 out of 49 students are very interested, 23 students interested, 17 students uninterested, and 4 students strongly uninterested.

E. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the average score of students' interest in learning vocabulary through Instagram is 67,58. It

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means that the level of interest is on the high level. It correlates with the average percentage of the result of the questionnaire filled by the students. The average percentages of the questionnaire result rates 8.54% students are strongly uninterested, 32.65% students are uninterested, 44.41% students are interested and 14.40% students are strongly interested. The high percentage of the result is 44.41% that indicates that the students of SMAN 1 Palopo are interested in learning vocabulary through Instagram.

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