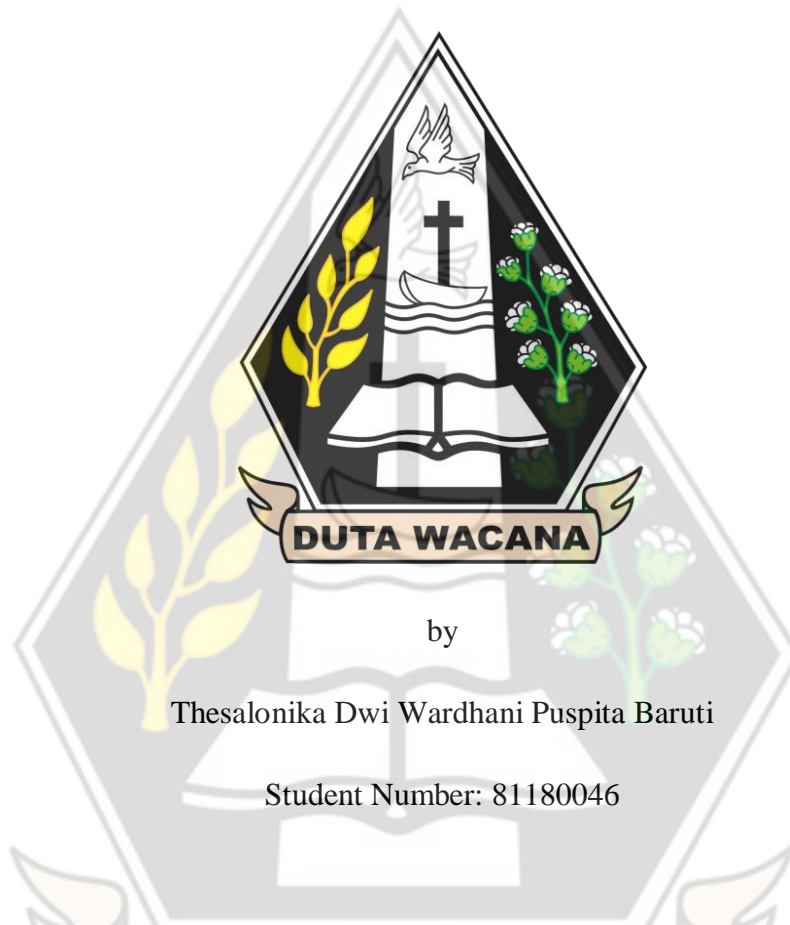


**INSTAGRAM PLATFORM FOR VOCABULARY LEARNING  
OF NON-ENGLISH MAJOR UNIVERSITY STUDENTS IN  
INDONESIA**

*SKRIPSI*



by

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**UNIVERSITAS KRISTEN DUTA WACANA**

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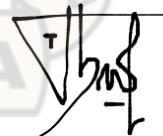
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**INSTAGRAM PLATFORM FOR VOCABULARY LEARNING  
OF NON-ENGLISH MAJOR UNIVERSITY STUDENTS IN  
INDONESIA**

Presented as partial fulfilment of the requirements

for the degree *Sarjana Pendidikan (S.Pd.)*

in English Language Education Department

by

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**2022**

## APPROVAL PAGE

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OF NON-ENGLISH MAJOR UNIVERSITY STUDENTS IN  
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## STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 9 May 2022

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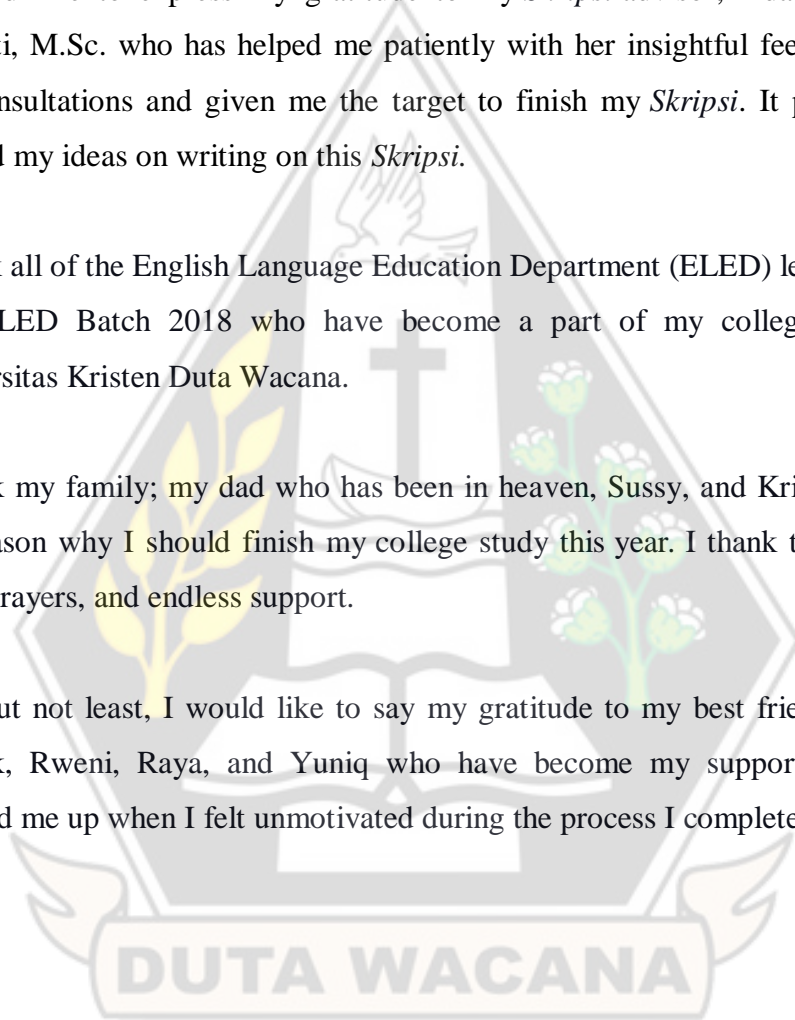
First of all, I would like to give my gratitude to God for His mercy and guidance I could finish my *Skripsi* this semester.

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## ABSTRACT

Baruti, T. D. W. P. (2022). *Instagram Platform for Vocabulary Learning of Non-English Major University Students in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The aim of this study was to investigate to what extent non-English major college students in Indonesia used *Instagram* and to find out the students' attitude learned English vocabulary using *Instagram* platform. The study involved 213 Indonesian non-English major college students who were *Instagram* users in a survey. The questionnaire was distributed through social media such as *WhatsApp* and *Instagram*. Based on the findings, *Instagram* was beneficial for students in the educational setting. By using a quantitative method, this study found that *Instagram* could be used for vocabulary learning. Moreover, this study also involved six of the students in follow-up interviews. The interview result was analyzed by using thematic analysis and three themes were found. First, students unconsciously acquired isolated English vocabulary from photos and videos in *Instagram*. Second, *Instagram* did not really help students to use the obtained vocabulary in sentences. Third, students consciously learned new isolated English vocabulary from English captions in *Instagram*. The result of this study suggested that students could use *Instagram* to learn English vocabulary and improve their language skills. This study also suggested for future studies to investigate the weaknesses of using *Instagram* in English language learning.

**Keywords:** English vocabulary, *Instagram*, vocabulary learning

## **INTISARI**

Baruti, T. D. W. P. (2022). *Instagram Platform for Vocabulary Learning of Non-English Major University Students in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

*Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana mahasiswa non-Bahasa Inggris di Indonesia menggunakan Instagram dan untuk mengetahui sikap mahasiswa dalam mempelajari kosakata bahasa Inggris menggunakan platform Instagram. Penelitian ini melibatkan 213 mahasiswa Indonesia non-Inggris yang merupakan pengguna Instagram dalam sebuah survei. Kuesioner disebarikan melalui media sosial seperti WhatsApp dan Instagram. Berdasarkan temuan, Instagram bermanfaat bagi siswa di lingkungan pendidikan. Dengan menggunakan metode kuantitatif, penelitian ini menemukan bahwa Instagram dapat digunakan untuk pembelajaran kosakata. Selain itu, penelitian ini juga melibatkan enam siswa dalam wawancara lanjutan. Hasil wawancara dianalisis dengan menggunakan analisis tematik dan ditemukan tiga tema. Pertama, siswa secara tidak sadar memperoleh kosakata bahasa Inggris yang terisolasi dari foto dan video di Instagram. Kedua, Instagram tidak terlalu membantu siswa untuk menggunakan kosakata yang diperoleh dalam kalimat. Ketiga, siswa secara sadar mempelajari kosakata bahasa Inggris baru yang terisolasi dari teks bahasa Inggris di Instagram. Hasil penelitian ini menyarankan agar siswa dapat menggunakan Instagram untuk belajar kosa kata bahasa Inggris dan meningkatkan kemampuan bahasa mereka. Penelitian ini juga menyarankan untuk penelitian selanjutnya untuk menyelidiki kelemahan penggunaan Instagram dalam pembelajaran bahasa Inggris.*

**Kata kunci:** belajar kosakata, Instagram, kosakata bahasa Inggris

# CHAPTER I

## INTRODUCTION

This chapter describes the research background, research questions, research objectives, and research benefits.

### A. Research Background

In this modern era, technology becomes necessary in the world. Sarkar (2012) mentioned that the role of Information and Communication Technology (ICT) is growing rapidly especially in education field. The role is becoming more essential and it still continues to grow in 21<sup>st</sup> century. In this 21st century, learners can learn language by using technology anywhere, and educators need to adapt and be prepared to teach students in the future (Gajjar, 2013). To use the technology in the learning process, educators can use interactive presentation with great animation or effect, use infographics, or use social media to engage students' motivation to learn English. In this time, the use of social media has been used in all aspects. Social media also provides some features that can help users to have interaction with other people; user also can gain more information and knowledge. Handayani (2016) also mentioned that by using social media, each person can create personal pages and content to connect with friends.

In English Language Teaching (ELT), some previous studies in Asian university have used any platform of social media (Bestari et al., 2020; Habibah et al., 2021; Li, 2017; Mansor & Rahim, 2017). One of the popular social media that many people use is *Instagram*. *Instagram* is a visual social networking application to share photos and videos. This platform was found by American company in 2010. It is a mobile application for smartphone, available on App Store and Google Play store with free of charge (Bergström & Bäckman, 2013). In the last few years, *Instagram* has developed rapidly. As Al-Ali (2014) has mentioned, *Instagram* has

million users in the world less than in a year. A survey data on 2016 by the Pew Research Center's Internet & American Life Project records that the total of *Instagram* users increased to 32% and placing it fourth in rank after *Facebook*, *Twitter*, and *Pinterest* (Greenwood et al., 2016). As one of social media platform, *Instagram* become widely used by everyone in all ages especially for college students. It is common for the students to have an *Instagram* account and update every moment on their life such as sharing pictures and videos. The attraction and effectiveness of *Instagram* as a learning tool have increased in Indonesia. Most Indonesians create English material content such as @gurukumrdanish, @skinnyfabs, @english.with.walter, @pronunciationwithemma (Mahmudah & Ardi, 2020) since *Instagram* allows people to comment on photos or videos, have an online interaction with new people, and find more interactive English contents. (Khalitova & Gimaletdinova, 2016). Therefore, investigating the use of *Instagram* for vocabulary learning, students may overcome their English skills as independent learner.

In language learning, vocabulary is an essential part. Language learning including listening, speaking, reading, and writing cannot be successfully achieved without vocabulary (Zhi-liang, 2010). Regarding to the platform, *Instagram* can be used to increase students' vocabulary skills. Several studies about learning English vocabulary using *Instagram* have been conducted involving Asian students (e.g; Gunawan et al., 2021; Shafie & Mahadi, 2019; Sivagnanam & Yunus, 2020). Shafie and Mahadi (2019) mentioned that in terms of language skills, *Instagram* has potential to be learning support. Through this platform, students also got opportunities to learn new words by collaborating with other users (Sivagnanam & Yunus, 2020).

In relation with the Indonesian contexts, some qualitative studies (Agustin & Ayu, 2021; Gunawan et al., 2021; Rosyida & Seftika, 2019) and quantitative studies (Qisthi, 2020; Soviyah & Etikaningsih, 2018; Wahyudin & Sari, 2018) about *Instagram* and English vocabulary have been conducted. The participants of the

previous studies are mostly from English department students. Only Gunawan et al., (2021) conducted study involving a university student from non-English department students in the sixth semester. However, this study may not be sufficient considering the limited number of the participants. In addition, there are several studies about *Instagram* for language learning skills that have been conducted (Asyiah, 2017; Listiani, 2016; Mahmudah & Ardi, 2020). The participants were Indonesian junior high school students. Therefore, this present study will involve non-English major college students in Indonesia. The first consideration of the participant is in Indonesia some studies are rarely doing research on non-English major college students. The second consideration is most of college students are 19-22. Based on the statistical data found by the Pew Research Center's Internet & American Life Project, at that age, 59% of students were active users of *Instagram* (Greenwood et al., 2016). Therefore, the study may be very relevant for the students. The third consideration is several quantitative studies were focusing on undergraduate who took English for Specific Purposes and General English (Habibah et al., 2021; Lailiyah & Setyaningsih, 2020; Wahyudin & Sari, 2018). Because of this, this present study will distribute the questionnaire openly to college students in Indonesia who takes non-English major. Lastly, in this time, technology has succeeded becoming a supporting learning tool. Students can use *Instagram* to support their learning process (Mahmudah & Ardi, 2020; Shafie & Mahadi, 2019; Wahyudin & Sari, 2018). Hence, students may explore the features on *Instagram* to help them learn English vocabulary.

In conducting the study, this present study use mixed methods. Mixed methods is used based on the topic that should include more than one method (Abowitz & Toole, 2010). It combines both methods which are qualitative and quantitative method. The data were collected by using questionnaire and interview to the participants. Collecting data by qualitative interview data often gathers more in-depth insights into participant attitudes, thoughts, and actions regarding the research topic or setting of interest (Kendall, 2008), while a questionnaire is a



formally set of questions to obtain information from the participants (Malhotra, 2006). In collecting the data, the questionnaire will gather numerical data and will be generalized to this study (Almalki, 2016). Several studies about social media and vocabulary using *Instagram* have been conducted. Some quantitative studies (e.g; Al-Kandari et al., 2016; Aloraini, 2018; Duggan & Brenner, 2013; Gonulal, 2019; R. D. Handayani et al., 2020; Li, 2017) and qualitative studies (e.g; Mansor & Rahim, 2017) suggested that both methods are equally popular in the field. For this reason, this present study will use mixed methods to get generalizable data from quantitative method and more in-depth to gather the data from the qualitative method.



## **B. Research Questions**

In relation to the rationale that has mentioned, the following research question can be identified:

1. To what extent do the non-English major college students in Indonesia use *Instagram* to learn English vocabulary?
2. What are non-English major students' attitudes towards the use of *Instagram* for English vocabulary development?

## **C. Research Objectives**

Based on the research questions, this study is intended to:

1. Find the extent non-English major college students in Indonesia use *Instagram* to learn English vocabulary.
2. Find out non-English major college students' attitudes towards the use of *Instagram* for English vocabulary development.

## **D. Research Benefits**

There are particular benefits for teachers, students, and other researchers:

### **1. For Teachers**

By knowing students' attitude and the extent of the use of *Instagram*, teachers may be able to involve this platform in language teaching to teach English vocabulary.

### **2. For Students**

By knowing the use of *Instagram*, students may be encouraged to learn English for educational purposes.

### **3. For Researchers**

This research study can be a reference for other researchers to conduct a study about the extent of using *Instagram* for vocabulary learning using a quantitative method and to find the students' attitude in vocabulary

learning using a qualitative method. Besides, a study for non-English major college students in the Indonesian context is rare. So, future researchers may examine non-major English college students in Indonesia as the participants to make a differentiator for other studies.



## CHAPTER V

### CONCLUSION

This chapter will explain about the summary, implications and contributions, limitations, and future studies.

#### A. Summary

The present study found the participants' somewhat ambivalent attitudes towards *Instagram* as a tool to learn vocabulary. To find the extent of non-English major college students in Indonesia to learn vocabulary using *Instagram*, this study conducted surveys. From the surveys, this study found that *Instagram* became a platform to learn English vocabulary. Furthermore, this study conducted interviews to gain in-depth information about students' attitude towards the use of *Instagram*. The positive attitude of *Instagram* was the student could utilize this platform to acquire more English vocabulary from English content or English account. The features that have been provided on *Instagram* have motivated students to practice their writing ability through writing *Instagram* captions in accordance with their content. Even though this platform has many benefits, there were also negative attitude when students were using this platform. First, *Instagram* gave a limited content explanation. It made students not fully understand the meaning. From the limited explanation, *Instagram* could not help students gain information from the content. Second, this platform could not facilitate students to construct English vocabulary in a sentence.

#### B. Implications and Contributions

In accordance with the findings, this study has implications. Firstly, related to the finding on the use of *Instagram*, teachers may use this platform to teach English vocabulary in context. For instance, when teachers teach listening skills, students can listen to the material from the videos that have been shared

on *Instagram* through the *IGTV*, *Reels*, or one-minute video content features. Besides that, teachers might also apply the teaching method in this online learning situation. Secondly, the finding on vocabulary development may imply that *Instagram* did not facilitate students to construct English vocabulary in a sentence; teachers may explore the other feature such as providing content about English vocabulary in the *feed*, *story*, *Reels*, *IGTV*, or *IGLive* with the complete explanation. Lastly, regarding the result of students' views of isolated English vocabulary from photos and videos, other teachers may provide contextualized visual data that can provide aid in language learning tools outside the classroom. The contextualized visual data might help visual learners to obtain English vocabulary. Additionally, since *Instagram* provides photos and videos with a caption, students could develop their ideas to write a caption related to the photo or video that they will upload. Moreover, students freely follow English accounts that will help them to increase their vocabulary mastery. In other words, students became more active to learn the language independently. Thus, students can experience using *Instagram* as a supportive learning tool for them.

Besides the implications, this study has contributed to other studies. First, this present study involved 213 participants which may be generalized only for the survey to non-English major college students in the Indonesian context. Then, this study also provided in-depth information about students' attitude towards the use of *Instagram* for vocabulary development. Second, by using mixed methods, this present study will enhance the research methodology literature about *Instagram's* benefits in the language education setting. Third, by considering the weaknesses of using *Instagram*, this study may be a reference for other researchers to investigate more explicitly on the weaknesses of using *Instagram* on learning English vocabulary.

### **C. Limitations**

Besides the implications and contributions, this present study has limitations. The limitations of this study came from the participants and limited sources. Regarding to the participants, the participants of this study were non-English major college students in Indonesia. The number of participants between the regions was not balanced. However, the balanced participants did not give any impact on the study. The highest participants of this study were from Java (70.0%). It might happen because the distribution of the questionnaire was not wide enough. Since this study investigated non-English major college students in Indonesia, it would be better if all the participants from various domiciles were balanced. Besides, sources about the negative attitude toward the use of *Instagram* were limited. Most of the previous studies have investigated the positive students' attitude about the use of *Instagram* in language learning (Asyiah, 2017; Lailiyah & Setiyaningsih, 2020; Mao, 2014). Hence, comparison the sources in this present study and previous studies about the weaknesses of using *Instagram* were limited.

### **D. Future Studies**

From the findings and limitations, there are recommendations for further studies. Firstly, in regard to the participants, future studies might conduct a study for non-English major college students to develop their English vocabulary skills using other platforms. Secondly, based on the findings on students' inability to construct sentences from the vocabulary they knew, future studies could investigate how to help students to enhance their English ability when they apply English vocabulary in sentences using the *Instagram* platform. Thirdly, considering the development of *Instagram* enabling people to learn by the technology, future researchers may conduct studies on the use of *Instagram* for learning other language skills such as speaking and listening. This platform could be utilized to develop students' ability in language learning process.

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