

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

Affordability technological innovation is emerging rapidly as a trend in the 21st century. The wave of change is felt through information that can be accessed at anytime and anywhere by many people around the world. Without realizing it, the use of technology automatically shifts the daily routine of the post-millennial generation in terms of lifestyle, social interaction, economy and education (Sarica and Cavus 2009). The rapid advancement of technology and science has presented challenges (and opportunities) for all aspects of human life, including education. Education is currently faced with a variety of very complex challenges, one of which is the improvement of human resources that are able to compete and take part in this era of globalization. For this reason, educational institutions as an institution that aims to improve human resources are expected to be able to provide the best by making breakthroughs and improvement efforts with the aim of improving the quality of educational processes and products.

To build a quality Indonesian education system, it is necessary to support all components thoroughly and continuously. The current global development requires development in terms of the quality of human resources (Nurkolis, 2002: 1). The world of Indonesian education has undergone many transformations, ranging from methods, focus, curriculum, and others. Language learning, especially foreign language learning, is also experiencing similar things. There have been many strategies, techniques, methods, and thoughts that have been produced for better quality foreign language learning. However, until now, as far as researchers know, learning foreign languages, especially English still does not show optimal results. The ability of children who learn English, even starting from elementary school and coupled with additional hours outside the classroom, is still not optimal.

English language learning is also currently faced with the challenge of being able to improve the quality of the learning process and results so that human re-

sources are expected to be improved. There are many people, especially upper-level students who are learning English now are not able to master a good vocabulary. in English even though they understand the rules in that language. They tend to only understand existing concepts mechanically, where when they are faced with the situation of having to speak or write, they are not able to do so due to limited vocabulary. Vocabulary is one of the most important components of language and one of the things that must be considered by the learners. Vocabulary is one aspect that is very important in English Mastery because the ability of students to read and understand a subject is relatively determined by the vocabulary they have. Vocabulary learning for students is fundamental because the ability of students in learning English, especially the subjects of reading and understanding is determined by vocabulary and if students have limited vocabulary, the ability to communicate and convey their needs cannot be conveyed properly.

There are many obstacles or challenges faced by teachers and learners in using vocabulary (Nation, 2008; Thornbury, 2002). Many problematic constraints are related to the lack of time and opportunity to teach and learn vocabulary. EFL teachers do not have enough time to teach all the vocabulary that learners need, given the amount of class time devoted to teaching English. Whereas learning vocabulary is one of the most tedious learning tasks facing language learners. For them vocabulary is difficult for two important reasons. One reason is the large number of words that must be mastered and the second reason is that little attention is paid to Student Problems in this regard (Ko & Goranson, 2014). According to Abrar (2016), teaching English to young learners especially primary school students may have many problems or constraints faced by teachers. The problem lies in the various components of teaching, including curriculum, learning environment, students, and teaching or delivering content. In addition, it is important to understand the diversity of students in the classroom. In line with this, Santosa (2017) states that a complex mix of factors including centralized mechanisms, teaching practices, learning behaviors and social contexts, currently shape English Language Teaching and learning.

One way to overcome obstacles in vocabulary learning is to use social media-assisted vocabulary learning programs (Kim & Kwon, 2012; Miles & Kwon, 2008). Social media-assisted language learning promotes individualized learning, as one instrument is matched to one user at a time. It provides many opportunities for learners to learn English vocabulary with a variety of interactive exercises. This Program can help learners in learning receptive and productive vocabulary knowledge (Miles & Kwon, 2008). According to Sei-Hwa, (2006), social media is able to be one of the English Learning media that provide shades of creativity, innovation, and of course the element of fun. Merchant (2003) adds that the use of social media for those who, in particular, are not in the classroom can provide a new dimension of English learning. Students can communicate in a variety of innovative ways, for example synchronously or asynchronously, through online media. He further added that especially for vocabulary learning.

In relation to vocabulary skills, one of the effective media that can be used to improve students' vocabulary skills is Instagram social media. because it has its relevant characteristics. Instagram is one of the amazing social media apps and one of the most popular social media apps. Then what makes it the best application in learning English is that its users learn in an entertaining and spontaneous way. Instagram has the advantageous characteristic of belonging to the category of social networks and the main source of networking in communication. According to Napoleon, there are 40 million Instagram users, which are divided into 52% men and 48% women. More than 80% of them are from 18 to 44 years old. Interestingly, this application is used as a place to learn in the world of Education, the presence of additional features as interaction and additional learning outside of school activities wiryanto (2020) stated that Instagram has several important tools that can be useful in educational purposes related to vocabulary linguistic intelligence. Ferlazzo (2019) stated that: if students are learning English, Instagram can help them improve their mastery of English Vocabulary.

Several researchers have conducted research on the use of Instagram in students' English learning. Suwantarathip and Orawiwanakul (2015) conducted a study and stated that there are two groups; the first uses the Instagram application,

but the second uses the traditional way. The results showed that the first group outperformed the second. Elfeky and Masadeh (2016) conducted a study to find the impact of using Instagram on student achievement and vocabulary improvement. The results showed that learning through Instagram has an important effect on student achievement and skills. Zou and Li (2015) conducted a study to investigate how the Instagram app can be integrated into the learning process of teaching English outside and inside the classroom. The results showed that the Instagram app can be used inside and outside the classroom. From all the research above, it can be concluded that social media Instagram provides positive results for students in learning English. They encourage students to learn actively and independently.

Based on the above considerations, the researchers decided to investigate whether there is a significant effect of the use of Instagram on vocabulary acquisition in grade VIIIA in SMP Negeri 4 Kubutambahan students. Curiosity Instagram implementation research on the context of vocabulary mastery led researchers to conduct a study entitled “LEVERAGING INSTAGRAM TO ENHANCE THE EIGHT GRADE STUDENT’S VOCABULARY MASTERY IN SMP NEGERI 4 KUBUTAMBAHAN”

## **1.2 Problem Identification**

Based on the above background, there are several problems that students face in learning English Vocabulary. For example, lack of time and opportunity to teach and learn vocabulary. EFL teachers do not have enough time to teach all the vocabulary that learners need, given the amount of class time devoted to teaching English. Whereas learning vocabulary is one of the most tedious learning tasks facing language learners. According to Abrar (2016), teaching English to young learners especially junior high school students may have many problems or constraints faced by teachers. The problem lies in the various components of teaching, including curriculum, learning environment, students, and teaching or content delivery. In addition, it is important to understand the diversity of students in the classroom. In line with this, Santosa (2017) states that a complex mix of factors

including centralized mechanisms, teaching practices, learning behaviors and social contexts, currently shape English Language Teaching and learning. With the word constraint, vocabulary is indeed very important to pay attention to when learning in class. Because vocabulary is an important bridge to learn English. Which certainly serves as the basis for sentence construction and other language skills. However, the lack of teaching vocabulary in Indonesia is still a serious problem.

Based on these problems, the use of Instagram in the learning process can be an alternative, especially in mastering English Vocabulary. Mastery of vocabulary in learning English is the main foundation that must be owned. Due to the large number of vocabularies in English, it is necessary to have an effective way for students to master it effectively and precisely. Many research studies have been conducted to see how the application of Instagram social media is used to learn vocabulary in the classroom. For example, a study conducted by María (2022) implemented vocabulary teaching on the Instagram platform. that students have a positive perception of the use of Instagram as a medium of Learning English. In his research after using Instagram, the results showed that there was an increase in students ' vocabulary mastery. Another study conducted by Othman (2020) revealed that language learning related resources available on social media from his research shows higher student engagement when social media is used in the classroom as social media provides sufficient and up-to-date content. Students are also exposed to interactions with other individuals around the world using social media. A study conducted by Sadikoglu (2019) revealed that the use of social media has a positive impact on foreign language learning and showed the effectiveness of using Instagram as a video aid in improving students ' speaking skills.

Considering these advantages, this study aims to test the effect of Instagram on students ' vocabulary skills. Instagram is implemented in the teaching of vocabulary in the classroom due to its effective attention to improving the skills of students. Therefore, the use of Instagram as a learning medium can ease students ' difficulties in learning vocabulary.

### **1.3 Research Limitations**

Based on the identification of the research problem, this research focuses on implementing the use of Instagram for learning English vocabulary for grade 8 students of SMP Negeri 4 Kubutambahan. The subjects of this research were class VIII students of SMP Negeri 4 Kubutambahan.

### **1.4 Research Questions**

This research will answer some questions as follows:

1. Is there effect of Instagram in learning English vocabulary for class VIII at SMP Negeri 4 Kubutambahan

### **1.5 Research Objectives**

1. investigate the impact of the Instagram application on the vocabulary mastery of eighth graders students at SMP Negeri 4 Kubutambahan.

### **1.6 Research Significance**

This study has two meanings as follows:

#### **1.6.1 Theoretical Significance**

In theory, the findings of this study can help investigate the application of Instagram students in learning English vocabulary. This research will provide some positive benefits for students and teachers. Maybe offer new knowledge about Instagram media for the English learning process. And can also provide information about the advantages and benefits of an Instagram account which provides vocabulary material to help students learn English. and knowing the inhibiting and supporting factors for using Instagram in learning vocabulary from the perspective of teachers and students. As well as increasing knowledge and can be a reference for alternative learning media and provide information in improving English vocabulary skills.

#### **1.6.2 Practical Significance**

In practice, the results are useful for the following.

1. first, for students it can be used to overcome learning obstacles and add alternative ways of learning with social media that are often used, so as to improve English vocabulary skills. expected to know the advantages and disadvantages of applying Instagram in learning English.
2. Second, for teachers it becomes an alternative learning media and can help condition a pleasant classroom atmosphere to improve English vocabulary skills. get more insights about Instagram which is used as a tool or supporting media for learning and teaching English.
3. Third, for researchers it will be material for further research studies on English-language Instagram media. For other researchers can use the results of this study as a reference for further research.

