



Students' Perception in Instagram-Assisted Vocabulary Learning with Vocabulary Self-Collection Strategy

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Abstract:

The objective of this research was to investigate senior high students' perception on learning survival vocabularies through Instagram-assisted Vocabulary Self-Collection Strategy. This research provides two research questions: (1) In what ways Vocabulary Self-Collection Strategy and Instagram facilitate students in learning vocabulary? (2) What is the students' responds toward the VSS project with Instagram assisted? The study was conducted by using classroom action research as the research design. The participants of this study were the senior high school students majoring social program in Karawang. The instruments used in this study were semi-structure interview for students, reflective journal and students' VSS chart. The findings of this study found three main themes regarding to the students' perception on Instagram-assisted Vocabulary Self-collection Strategy: (1) Instagram-assisted Vocabulary Self-collection Strategy Enhance Students' Vocabulary, (2) Instagram-assisted Vocabulary Self-collection Strategy help Students' Comprehension on Vocabulary, (3) The Challenges of Vocabulary Self-collection Strategy in learning vocabulary. The result implies students can consider taking some text from quotes that have been posted on Instagram as learning media outside of school.

Keyword: *Vocabulary Self-collection Strategy, Instagram, Survival Vocabulary, Students' Perception*

INTRODUCTION

In English learning, vocabulary items plays a crucial role in all language skills (ie, listening, speaking, reading, and writing (Nation, 2011). Without extensive vocabulary, we cannot use

structures and functions that we may have studied comprehensively and communicatively. Vocabulary is the thing that most influences student achievement. Reading and writing activities cannot be conveyed without vocabulary. Learning vocabulary is the same as learning word definitions. (Harmon, Wood, Hedrick, Vintinner, & Willeford, 2009). Learning about vocabulary is an important thing in learning English. Previous research shows that vocabulary teaching often experiences obstacles because there are still many teachers who have not been able to apply vocabulary teaching with best practices. Sometimes, teachers still do not understand how to start to put pressure on vocabulary learning. (Berne & Blachowicz, 2008).

One of vocabulary learning type that should be learn is survival vocabulary. Survival vocabulary is a language that depends on the language use needs of the language itself. The natural-cultural function performed by language is essentially alive and rests on the "use of language" by a community of native speakers in various domains and functional tunings (registers). (Mbete, 2008). Thus, the reality of the continuous use of language becomes a fact the process (transmission) of values (and norms) in the realm of language use itself (Mbete, 2008). The continuity of vocabulary depends on the following things, (a) location or natural environment, (b) language user environment, (c) conditions specified in the user's language: (i) education; (ii) social; (iii) faith, and (v) customs). The survival of a vocabulary depends on the needs of the language-speaking community in formal and informal situations, the vocabulary used is generally different (Mbete, 2008).

In Indonesia, learning English generally only takes place in the classroom. There is rarely learning outside the classroom. It makes students less proficient in English vocabulary, and their learning activities are limited. (Abdullah et al in Ipah et al 2020: 94). Therefore, to achieve successful language learning, teachers need strategies that can help students be more active in learning activities. Vocabulary Self-collection Strategy (VSS) is a strategies that can be used and accessible to applied in learning vocabulary. According to Haggard (1980), there are three processes for learning vocabulary. The learners will look for the meaning of the word, then they will practice the word with the family and the last one will start using it without realizing it. One of the advantages of the vocabulary self-collection strategy is that it is easy to adapt and easy to implement. This VSS can be applied directly in the classroom without any fees and curriculum revision. According to Haggard, through continued use of VSS, students become attuned to words in their environment and are constantly alert to new and increasingly difficult ones (1980, p. 206).

Related to the demand for 21st-century learning, most students are interested in learning through mobile apps application, Students value the accessibility of mobile apps anywhere and anytime more than traditional books, provided there is Internet access (Klimova 2020). Students think online vocabulary learning is easy to carry everywhere and accessible at their preferred time and place. Students agree that they have remembered new words and phrases better when interacting with the application (Klimova 2019). This is also proven by Wu (2015), who reported that his students had memorized about 89 new English words compared to students who have not used a smartphone application. In particular, interactivity and the use of different multimedia play an essential role in online learning. Deris and Shukor (2014) also emphasized, in their study, that especially games that stimulate students to learn vocabulary.

Sutasini et al (2020) stated that the use of social media has a function as an interactive tool to help learn. Social media also has a role as a complement to learning development. The most social media use by students nowadays is Instagram. Instagram is a Social Networking Service (SNS) that allows users to create a public profile, which can also connect to other users' profiles, view their profiles and connect with users on the site and events together in their daily life (Boyd & Ellison, 2007). Instagram has a lot of various creative educational content. Instagram can be considered an excellent source to support independent learning for students. Several studies have been conducted on the use of Instagram as a media in learning. For

example (Mansor & Rahim, 2017) found that Instagram is an effective tool for students to interact, especially in discussions of activities related to their assignments.

Many previous studies have observed how to increase vocabulary through Vocabulary Self-collection Strategy. Most previous research has tended to focus on the use of video from a platform. Meanwhile, this research will focus on exploring student perception in learning vocabulary with VSS assisted by Instagram quotes. In addition, this study aims to tell interactive learning that students can learn vocabulary outside of learning hours and can also learn while finding other entertainment with various content on Instagram.

Therefore, the present study examines the following questions: In what ways Vocabulary Self-Collection Strategy and Instagram facilitate students in learning vocabulary? What is the students' responds toward the VSS project with Instagram assisted?

RESEARCH METHOD

Research Design

This study uses a qualitative methodology and the type of research design used in this study is Classroom Action Research. Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring about social change. Due to covid-19 pandemic, the classroom action research has been done virtually. Virtual learning environments can provide opportunities for students for accessibility, engagement, and collaboration (Gedera, Williams & Wright, 2013).

Site and Participants

The site of this study was a Senior High School in Karawang. The participants of this study are eleventh-grade students of Senior High School majoring in social program. They were in the age range 16-17 years. They spoke in Javanese, Sundanese and Indonesian. The participants were familiar with Instagram and WhatsApp. All participants have agreed to become volunteers in this study.

Instruments

In this study, the author collected the data with VSS chart of the students, online semi-structured interview, and reflective journal. VSS chart used to see the word selection process by students, reflective journal used to see students' diary about their experience during learning, and interview used to explore in-depth information about students' experiences in learning vocabulary using VSS. The author conducted online semi-structured interview because of the pandemic. They were not allowed to conduct a face-to-face interview. A set of interview that use in this research was adopted from Yanto and Nugraha (2018).

Instructional Procedures

In collecting the data, the author will conduct the following procedures that adopted from Yanto and Nugraha (2018). There are three stages of learning activities such as scaffolding, small group discussion, and in-class presentation.

a. Scaffolding

In the first meeting, the author introduced the purpose of VSS and demonstrated the VSS chart to the students. The author also explained to the students the importance of vocabulary learned by the students. The author said that VSS could help them understand the English context. Secondly, the author explained that students would learn quotes' picture that which has been uploaded by the Instagram account @thegoodquote.co. Thirdly, the teacher shows the VSS chart to students, that was adapted from Yanto and Nugraha (2018), which contains four columns, such as students' selected word, students' reason for selection, students' definition, and

dictionary's or corpus' definition. This was the process of scaffolding in order to facilitate students in completing the VSS chart.

b. Small Group Discussion

First of all, students are instructed to form small groups consisting of 3 students. Secondly, the author provides Instagram links via WhatsApp. After seeing the Instagram post, the teacher directs all students to 1) review the text and nominate three up to five words that they consider essential to understand or find difficult or interesting; 2) complete the VSS private chart.

Each group member must nominate at least three up to five words they have chosen after reviewing the text. Therefore, the VSS group chart must consist of a minimum of 6-word choices. In group discussions, students discuss the meaning of words, the reasons for choosing these words, and the importance of words for comprehending the quotes' text in class.

c. In-class Presentation

After a small group discussion, each group leader presented the VSS group chart via video call in the WhatsApp group. In-class presentations, the author and students recorded the entire VSS group chart reported by each group leader. The author shares the VSS class chart after the class presentation on WhatsApp Group.

Data analysis

After gathering the data, The data will be analyzed by using thematic analysis provided by Braun & Clarke (2006). Braun & Clarke (2006) assert that thematic analysis is “a method for identifying, analysing and reporting patterns (themes) within data” (p. 79). The steps of thematic analysis are familiarizing, coding, searching for themes, reviewing themes, and defining and naming themes. The steps are explained as follows; (1) Familiarizing: the author became familiar with the data with re-read the data, such as students' VSS chart, reflective journal, and interview; (2) Coding: The author has coded each data item and ended this phase by collected all the codes and extracting the relevant data. The were managed so that there were no ambiguous data and reduced data that is not important; (3) Searching for themes: in this phase, the author was collected all coded data relevant to each theme. From this step, the researcher found and divided two themes from all the data (student reflective journal and interview) that have been collected; (4) Reviewing themes: In this step, unnecessary data that has been taken from reflective journals and interviews will be deleted or reduced. The author reviews whether each theme is relevant to the data and begins to relate the relationships between the themes; (5) Defining and naming themes: the author identifies the 'essence' of each theme and arranges them by naming them briefly, concisely, and informatively.

RESEARCH RESULTS AND DISCUSSION

Research Results

Three main themes were identified from students' reflective journal and interviews: (1)Instagram-assisted Vocabulary Self-collection Strategy Enhance Students' Vocabulary, (2)Instagram-assisted Vocabulary Self-collection Strategy help Students' Comprehension on Vocabulary, (3)The Challenges of Vocabulary Self-collection Strategy in learning vocabulary.

1. *Instagram-assisted Vocabulary Self-collection Strategy Enhance Students' Vocabulary*

The students' experiences and responses during the process of VSS were very positive. When they did the assignment, they were obtaining advantages in using this strategy. One of them was in the way they enhance new vocabulary through the learning of the quotes' posts. This explanation will be pointed out as student's Vignettes 1 and 2.

Student's Vignette 1

The process of selecting new words and their meaning with VSS helped me find new vocabulary from the quotes that I have read. When I can't understand a quoted text, I can examine the words one by one using VSS.

Students' Vignette 2

VSS is excellent to be applied in everyday learning because it can make me deeper and understand many vocabulary from quote text easily. Vss made me understand many vocabs also helped to add to my vocabulary list.

From the vignettes of the students, it indicates that the vocabulary self-collection strategy is a suitable strategy that teachers can apply in teaching English. They also stated that the VSS process had positive impacts. Students were exposed to found new words by themselves that made them familiar with words, and they could use it in any other areas with the same context. This strategy could work in individuals and groups that made the students feel enjoy and interest more to learn English.

2. *Instagram-assisted Vocabulary Self-collection Strategy help Students' Comprehension on Vocabulary*

Vocabulary Self-collection Strategy provided another advantage for students in learning vocabulary. Besides help students to enhance new vocabulary from the quotes' pictures of Instagram, VSS also deepens the meaning of words. VSS makes them independent and active in finding new essential words, and they will get used to the words they have found. This is a great step for them to learn and master English language skills when applied for education field. The students' comments about this idea is presented in the following students' vignette 3, 4, 5, and 6.

Students' Vignette 3

VSS is excellent for everyday learning because I can learn independently and be active and understand a word more deeply. Reading and understanding quote posts are also very good because I can understand it according to context, especially in everyday life.

Students' Vignette 4

I think this strategy is very good. Because every word that is the same can have a different meaning depending on the placement of the word/sentence pattern, for example, the word "have", can mean "to have" or it could be a "characteristic" of a perfect sentence followed by a past participle. Now with this VSS, we know the intent and meaning of a quote in English well and in-depth.

Students' Vignette 5

This strategy is very good to apply, especially when combined with reading quotes that relate to everyday life. This strategy allows me to understand a text more easily and more profound.

Students' Vignette 6

Vss really helps me learn vocab because with vss I know better strategies in understanding a vocab so I can understand keywords in a text. Especially when learning vocab through quotes on Instagram.

From this evidence, it shows that VSS provides good opportunities for students in students' learning outcomes that is help them in understanding the deepening meaning of words. The more often students search and choose new words as many as possible, the more critical words they get with a deep understanding of the meaning that can be used for them in different fields. VSS can also be used as their benchmark in maximizing their vocabulary list progress.

3. *The Challenges of Vocabulary Self-collection Strategy In Learning Vocabulary*

During the process of the VSS strategy, most of the students had difficulties in search for the meaning of vocabularies and take a lot of time in finding it. They had no idea what the words mean and that was the first time they saw the words because in school or English

subject they were never learned about that vocabulary to them. The students' constraints are explained below:

Students Vignette 7

The constraints of VSS is that it takes too much time in finding the meaning.

Students Vignette 8

When I select and nominate words, I don't really understand. So I have a hard time in finding the meaning.

Students Vignette 9

When I choose vocabulary, I felt the difficulty in finding the meaning of the words. So I had to find the meaning of the word from the online dictionary.

The constraints faced by students based on the process of translating English words into Indonesian was that when they read the text there are so many words that they didn't know. This happened because of the lack of a vocabulary list they have. Because there are many words are unfamiliar, therefore students will find it difficult to read and understand the text. In addition, translating into Indonesian takes a lot of time because they have to verify the exact meaning of the word from the online dictionary. According to Lerner (2000), learners with reading knowledge can improve their skills compared to those with poor reading experience. The more they read, the more familiar they become with the words they have read

DISCUSSION

Ways that facilitate students in learning survival vocabulary in Instagram-assisted with Vocabulary Self-collection Strategy.

1. Instagram-assisted Vocabulary Self-collection Strategy Enhance Students' Vocabulary

The participants was reported that activity of reading the quotes' picture in Instagram help them to increase their vocabulary list. Students' discourse on the text after reading leads them to develop their vocabulary. This affected students in their enthusiasm and eagerness to learn vocabulary (Calderon et al, 2005).

Learning English vocabulary using VSS greatly facilitates students in understanding words they have never studied before and helps them find new vocabulary lists in each lesson. This enables students to learn new vocabulary depending on individual experiences and world awareness (Martin, Martin, & Ying, 2002, p. 34). The more often they discover new vocabulary, it will make their comprehension in reading relevant to their daily life increasingly. It will also make them become a good reader in understanding the meaning of the text in detail.

Shiotsu and Weir (2007) reported that students' level of linguistic understanding plays a role in their comprehension of reading material. Therefore, when they use this strategy, they can acquire new vocabulary quickly that really will be useful for them. If they get new vocabulary quickly and sustainably, their English skills will be improved. In the future, this will has a positive impact on students. This is a good move for them to learn and master English language skills when they apply in the workplace, education, or other purposes.

Throughout the involvement of students from the process of reading the quotes and collecting the words, students allow students to play an active role in continuing to collect the words, ear for meaning on their own, and then to retain words for a longer period. That way, in the future students can do it independently.

2. Instagram-assisted Vocabulary Self-collection Strategy help Students' Comprehension on Vocabulary.

Widodo (2016) highlights that "reading is an interactive process in that readers are involved in making sense of a text as the manifestation of author's thought" (p.127). The students showed a positive attitude towards the usefulness of reading the quotes from Instagram in

learning vocabulary. They perceived that video clip viewing was useful for learning disciplinary vocabulary due to the repeated exposure to the words.

Richards and Renandya (2002) have noted the importance of vocabulary, pointing out that vocabulary plays an important role in foreign language learning and language skills that can influence how well a learner speaks, listens, reads and writes. The participants of this study reported that VSS helped them to find the deeper meaning in each word they have chosen. They are very active in choosing words that are important or foreign to them. They define those words with their own understanding, and look for word definitions from valid sources such as a dictionary.

The VSS activity makes them more able to understand the word they have chosen and they understand the meaning of the word more deeply. It also helps students to learn how to make value-relevant choices for the concept (J.D. Salinger, 2006). That way, VSS can be concluded as the right strategy for students to understand the meaning in depth in learning new vocabulary. It caught their attention and made them curious, aroused students, keep them interested, and they can demonstrate their new vocabulary educated. More importantly, they can understand the text once they get new vocabulary.

Students' responds toward the VSS project with Instagram assisted.

The constraints experienced by students when using this strategy is the process of searching for words and taking a lot of time as explained in the findings. When they choose new words, most of them have problems understanding words in their mother tongue, Indonesian, and when they have translated words that are foreign to them, it makes them confused. Students have difficulty in reading English texts, insufficient awareness of vocabulary has been described as one of the main problems (Gunning, 2002). Cain and Oakhill (2011) found that reading affects vocabulary improvement since the vocabulary skills of students who do not read regularly are negatively affected. To overcome the obstacles of this activity, efforts are needed to increase students' ability to acquire vocabulary, as well as students' ability to learn English. The only effort that can be done is to improve the quality of learning through the application of effective learning strategies.

In short, the Vocabulary Self-Collection Strategy can be the right strategy because it aims to attract students' attention and interest in learning English, make students collect and acquire new vocabulary, and to understand key words in reading, and understanding ability in a text. In using this strategy, students benefit that they can develop their study skills, find the best way to recognize words from their reading, strengthen their words, and be consistent (Martin, 2002:88).

CONCLUSION

The research was about to know the perception of senior high school students on learning survival vocabularies through Vocabulary Self-collection Strategy (VSS) with the Instagram-assisted. From the research, the author received information about Vocabulary Self-Collection Strategy that facilitate in students' learning process during learning survival vocabulary using this strategy. This strategy is also supposed to learn in groups so the students can share their ideas and thinking with their friends, group activity makes the students more confident and enthusiastic. Vocabulary Self-collection Strategy (VSS) chart is a media to define and collect the information and key vocabularies that can help them in comprehending the text that has already given to the students. This strategy not only helps students become more interested, actively, and independently in learning words, but also helps them increase their vocabulary list and improve their cognitive ability to learn words. The VSS leads to better comprehension and production words and influences the students' learning experience in English.

Based on the finding of this study, there are two practical implications for teaching vocabulary. First, teachers can consider taking some of the text from quotes that have been

posted on Instagram as learning media outside of school. Because that way, students will be more interested in learning the vocabulary in the text. Then the use of VSS seems to be able to be done in English learning at school, because with VSS students better understand and understand the vocabulary they are learning in depth. This can encourage active and independent learning for students,

In addition to the implications drawn from the findings of this study, the authors realize that this study has limitations. First, this study may lack objectivity because it only studied a small scale of participants. Therefore, this study is far from generalizing. In addition, due to the deadline of this study, time constraints became a problem in data collection.

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