

LEVERAGING INSTAGRAM TO ENHANCE THE EIGHT GRADE STUDENTS' VOCABULARY MASTERY IN JUNIOR HIGH SCHOOL

Kadek Resta Dewi¹, Dewa Putu Ramendra²

^{1,2} English Language Education Study Program, Ganesha University of Education

e-mail: resta@undiksha.ac.id

Abstract

This research aims to find out how effective the impact of Instagram is in improving students' vocabulary understanding. This study aims to determine the effectiveness of using Instagram social media in increasing the vocabulary mastery of class VIII students of SMP Negeri 4 Kubutambahan. This type of research is a quasi-experiment involving 64 students selected through an intact group sampling technique. Data collection used quantitative methods with a post-test-only control group design. By using the pre-test as a test of the requirements that the students' abilities between the two classes are the same. And for the post-test is used as a hypothesis test. The results showed that there were significant differences between students' vocabulary mastery before and after the intervention. results of independent t-test analysis on experimental and control group post-test scores obtained $t(df = 62) = 0.3.148, p > 0.003$. This means that the research hypothesis is accepted. In other words, the use of social media Instagram for learning can improve the vocabulary mastery of class VIII students of SMPN 4 Kubutambahan.

Keywords : *Teknologi, Penguasaan Kosakata, Instagram*

Received: 18 September 2023

Accepted: 22 November 2023

Revised : 17 September 2023

Published: 10 December 2023

INTRODUCTION

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 (Helawati, 2021; Nurlaily, 2021; Rosdiani et al., 2022). 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 aiming to improve human resources are expected to be able to provide the best by making breakthroughs and improvement efforts with the aim of enhancing 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 (Achmad Muhazir, 2013; Bestari, 2020; Martarini et al., 2021). 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 resources 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 (Alfu et al., 2021; Aloraini, 2018). 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. 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 students' learning problems in this regard (Almusharraf, 2018; Auly et al., 2021). 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. 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 (B R & G, 2023). 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 (Bilinski, 2022). 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 (Lukitaningtyas et al., 2019). 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 (Bastani & Suyata, 2014; Ramadhania & Yamin, 2022). 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 Instagram has several important tools that can be useful in educational purposes related to vocabulary linguistic intelligence.

Several researchers have conducted research on the use of Instagram in students' English learning. That there are two groups; the first uses the Instagram application, but the second uses the traditional way (Nursyamsiah, 2021). The results showed that the first group outperformed the second. To find the impact of using Instagram on student achievement and vocabulary improvement (Zikra & Rasyid, 2020). The results showed that learning through Instagram has an important effect on student

METHOD

This type of research is quasi-experimental research with a posttest only control design. There can be two types of groups in quasi-experimental research, namely the control group and the experimental group. This quasi-experimental posttest only control design design emphasizes the comparison of the treatment between the two groups, namely the control group and the experimental group, in which the experimental group is the group that is given special treatment, in this study video tutorials (as an independent variable), while the control group does not receive special treatment, does not use video tutorials, only uses the usual method. This quasi-experimental is used because in the field of education it is often difficult to carry out experiments purely because in this case the subject (student/student) is not something that can be moved, treated and regulated exactly how it is in experimental research. The sample used in this study consisted of 2 classes, namely the experimental class which was a group of students who learned English using Instagram. Experimental class in this study is class VIIIA with details of 15 boys and 17 girls. For classroom control, the classroom of students who receive a conventional English language education is being studied. The control class in this study was Class VIII with details of 14 boys and 18 girls.

The experimental method is the core method of the research model that uses a

achievement and skills. 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 VIII Junior High School 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 Junior High School".

quantitative approach. In experimental research, researchers divided the subjects studied into two groups, namely the experimental group were students who were given treatment by providing a blended learning model using Instagram while the control group was students using conventional learning methods. In this study the authors chose the quasi-experimental method which is expected to reveal differences in learning outcomes. The quasi-experimental method is an experimental method that has treatments, impact measurements, experimental units but does not have random assignments to create comparisons in order to create changes caused by treatment. The research design used in this study was a non-equivalent control group design. In this design there are two groups which are not randomly selected, then given a pretest to find out whether there is a difference in the initial state between the experimental group and the control group. The pretest results are good if the experimental group scores are not significantly different. While the research stages are: 1) The preparatory stage which includes activities, 2) Implementation Stage, and 3) Final Stage.

FINDINGS AND DISCUSSION

This chapter answers the research questions; Is there a significant effect on

students' vocabulary mastery after applying the learning method using social media Instagram at Junior High School. It presents the findings of data collection, including the effects of social media Instagram in increasing students' vocabulary mastery.

The results of research on using Instagram to improve the Vocabulary Mastery of Class VIII Students of SMP Negeri 4 Kubutambahan will be presented. In the description of this data are presented in the form of maximum and minimum scores, mean, median, standard deviation and hypothesis testing. In obtaining data, the researcher carried out three stages in the learning activities, which consisted of a pre-test, implementation of learning to provide learning materials, and a post-test.

This research was conducted at SMP Negeri 4 Kubutambahan by taking samples from VIII A and VIII B with a total of 32 students as the control class and VIII A as an experimental class with a total of 32 students. This research was conducted to find out "the benefits of using Instagram to increase the vocabulary of class VIII students at SMP Negeri 4 Kubutambahan for the 2023/2024 academic year". There are two variables in this study, namely the independent variable and the dependent variable. The independent variable (X) in this study is the effectiveness of using Instagram to learn vocabulary, and the dependent variable (Y) in this study is the result of mastering English vocabulary. The research activity was carried out for a week. with the form of data in the form of pretest scores and post-test scores for the control class and the experimental class in English vocabulary mastery. This research is an experimental non-equivalent control group design that uses two groups, namely the experimental group and the control group. In learning English, the experimental group used the Instagram social media-assisted learning model, while the control group used conventional learning. In this study, the two classes used as the experimental group and the control group had almost different characteristics, namely from the cognitive level of the students. Therefore, the researchers used class VIII A and VIII B as research subjects.

The researcher conducted the research in seven meetings. Each class meets five times, namely one meeting is filled with pre-testing, five meetings are filled with learning and one meeting is filled with post-testing. Learning in the experimental and control classes was carried out in the classroom. This study chose two sample classes, namely the experimental class (VIII A) with 32 students and the control class (VIII B) with 32 students. The experimental class was given treatment, namely using a learning model using Instagram social media assistance, while the control class continued to use the learning that was being implemented at the school which would be used as a comparison. The application of the Instagram social media-assisted learning model was carried out in class VIII A as an experimental class in four (5x) meetings, the first day the researchers gave a pretest at 08.00 with vocabulary material, the second and third days the researchers provided learning in class VIII A with vocabulary material has been uploaded to the Instagram account that has been provided. the fifth day the researcher gave the post-test. At the fifth meeting, better results were obtained and there was an increase before learning was carried out and after learning was carried out using a technological learning model assisted by Instagram social media.

Based on the information in table 4.2 the researcher used the IBM version 22 statistical program to test the data to determine how class VIII A students at SMP Negeri 4 Kubutambahan performed on the pre-test and post-test of the experimental class. In the descriptive analysis the statistical program used was to calculate the mean, median, min, max, and standard deviation before and after being given treatment. from the scores that students get in the pre-test and post- test implementation during the teaching and learning activities take place. After the researcher has conducted a thorough analysis, the researcher can evaluate whether the method of using social media Instagram has an effect or not on students' understanding of students' vocabulary mastery.

Table 1. Descriptive Statistics of Students' Vocabulary Mastery after That Implementation of Instagram

| Group | N | Min | Max | Mean | Median | Std. Deviation |
|------------|---|-----|-----|------|--------|----------------|
| eksperimen | 3 | | 10 | 80, | 80.0 | 13.749 |
| control | 2 | 53 | 0 | 84 | 0 | |
| | 3 | | | 70, | 68.5 | 11.568 |
| control | 2 | 53 | 93 | 84 | 0 | |

Table 1. shows the results of calculations using SPSS 22 on the data after receiving treatment (post-test) in the experimental class, obtained min value = 53 max value = 100 mean value = 80.84 median value = 80.00, and standard deviation = 13.749. In the control class, min = 53, max = 93, mean = 70.84, median = 68.50, std. deviation = 11.568. It can be concluded that the average value between the experimental group and the control group before treatment (pre-test) has a small difference in value. Whereas after being given treatment (post-test), the average score between the two groups had a high difference. It can be concluded that in this study, the experimental group obtained a higher score after they used Instagram as a support in the learning process.

The self-contained sample T test is used to determine whether there is a difference in the mean of two unpaired samples. The researchers held this test as a comparative test to see if there was a difference between the students' English Vocabulary mastery taught using social media Instagram and conventional methods. Independent sample t test was conducted on experimental class post-test data with control class post-test data.

Ho: there is no significant effect on the vocabulary mastery of students after the application of social media Instagram in SMP Negeri 4 Kubutambahan. Ha: there is a significant effect on students' vocabulary mastery after the application of Instagram social media in SMP Negeri 4 Kubutambahan.

Table 2. Independent sample t-test

| | t | df | Sig-(2 tailed) | Mean Difference |
|-------------------------|-------|--------|----------------|-----------------|
| Equal Variance | 3.148 | 62 | .003 | 10.000 |
| Assumed Equal variances | 3.148 | 60.237 | .003 | 10.000 |
| not Assumed | | | | |

Table 2 above shows the results of independent t-test analysis on experimental and control group post-test scores obtained $t (df = 62) = 0,3.148$, $p > 0,003$. this means that there are statistically significant differences between the experimental and control classes on English vocabulary acquisition. Independent-Sample t-test analysis of experimental class post-test and control class post-test aims to determine whether there is a significant difference in the value of post-test in experimental class and control class. It can be concluded that students in the experimental group had better vocabulary scores with Instagram learning than the control group who studied with conventional teaching. it's can be concluded that there is an influence of the learning method using Instagram on the learning outcomes of English class VIIIA students in SMP Negeri 4 Kubutambahan.

To find out how much influence the Instagram application has on students' English vocabulary learning, the researcher conducted a follow-up statistical test. The next statistical test used to measure how much influence the treatment has is the effect size test using the formula from Cohen's d by using an online calculator, namely sociostatistics. The following is the result of the calculation of the effect size test: This means that learning English by using Instagram has a high influence on the learning outcomes of class VIII students at Junior High School.

Table 3. Effect Size Calculation

| Experiment Class | | Control Class | |
|------------------|--------|---------------|--------|
| Variable | Value | Variable | Value |
| Mean | 70.84 | Mean | 80.84 |
| Standard Dev | 11.568 | Standard Dev | 13.749 |
| Cohen's d | | | 0.787 |

The results of Cohen value is 0.787, this study shows a significant difference in the effectiveness of treatment between experimental and control class post test in grade VIII students in Junior High School. This shows that the score is greater, which means that the size of the effect of learning using Instagram is considered to have a major effect on students' vocabulary acquisition.

Table 4. Effect Size Level

| Size Effect | Level |
|-------------------------|-----------|
| $0.20 \leq d \leq 0.50$ | Small |
| $0.50 \leq d \leq 0.80$ | Currently |
| $d \geq 0.80$ | Big |

Based on calculations from the effect size test of 0.787 The scale score from Cohen's d shows that $d > 0.8$ is categorized as having a large effect size. This means that learning using the Instagram application in increasing students' English vocabulary has a high effect on the learning outcomes of class VIII students of Junior High School. Size test: This means that learning English by using Instagram has a high influence on the learning outcomes of class VIII Junior High School.

In this section, the findings obtained from the analysis of research data on utilizing Instagram to improve the vocabulary of eighth grade students of Junior High School. Instagram is the most popular way to learn vocabulary in the experimental class and without Instagram (Live learning) for the control class (Nurmala Sari & Afrida, 2020; Pujiati et al., 2019; Sari & Wahyudin, 2019). While there may not have been any previous studies that statistically reported the effectiveness of Instagram as a student vocabulary learning medium, which collectively support the notion that Instagram is an effective application for improving students' vocabulary skills.

In the first research question, it examines how the influence of the application of Instagram social media use on the mastery of English vocabulary of students in Junior High School. In this study, researchers conducted treatment on experimental group using Instagram as a medium of learning English. The results of this study using post-test scores to see

the increase in student scores. The results showed a positive influence on the vocabulary of students who use social media Instagram. By using Instagram learning media, students' ability in mastering vocabulary that was low has increased (Jayanti, 2020; Mulyani, 2021). Students revealed that this application is a fun application. The Instagram app, which is AI-based, offers solutions to various challenges students face, including providing assistance, providing feedback, and helping improve their academic performance. As a result, Artificial Intelligence has the potential to foster positive learning or teaching attitudes among individuals.

Based on the results of research conducted at Junior High School. There are two classes, the experimental class and the control class. There are significant differences between the two classes. that is, the experimental class gets better grades than the control class because the experimental class researchers use the Instagram learning model. While in the control class does not use the treat using Instagram media but with conventional methods. Instagram learning model can improve student learning outcomes in mastering students' English vocabulary, learning model using Instagram is a learning strategy that will improve students' English Vocabulary mastery (Al-Garawi, 2019; Siti Fatimah & Sulistiyani, 2022). Therefore, researchers suggest using Instagram as an alternative to learning vocabulary. Learning through social media is more effective than traditional learning. Social media exposes students to the latest word styles to use. Social media gives students the use of authentic words in real-life situations. The use of social media also has positive effects such as improving pronunciation and expanding vocabulary resulting from using social media. After undergoing the learning process using Instagram which is a social media that is widely used by students, the results of student vocabulary learning have increased. This is because Instagram provides a new way for learners to learn language and culture critically, while also helping learners to reflect on meaningful learning processes.

Students who were taught to use Instagram scored higher than their scores before using Instagram. This shows the effectiveness of using Instagram in improving students' vocabulary in English learning. Instagram application is effective in developing student vocabulary, as evidenced by the average post-test score increase (Hidayat & Nurhayati, 2014; Murti Wijayanti, 2022). Instagram app made students enjoy learning English more and increased their interest in the subject. When students use the Instagram application, there is an optional feature that can facilitate language learning by encouraging the exchange of materials (Dyah Prasasti et al., 2022; Fitria, 2022; Sugiharti & Riftina, 2019). Instagram can be concluded, If students continue to use the Instagram application, then Instagram has a strong influence on student learning. Which is supported by previous research, that Instagram is not only a fun platform but also this platform can be used to measure the level of student achievement in learning English Vocabulary. And this platform is known to have a strong influence on students' mastery of vocabulary learning. Instagram itself has many features where its users can share their stories through Instagram and their feeds. Users can share photos or videos that they want to share on their account to show what they are feeling, doing or doing. Of course, this can be very supportive to be used as an English Learning media. This can be related to activities in the use of social media where when users will share videos or photos, they must provide a sentence below to explain what they want to share. Of course, language is very useful here.

Based on previous research, it can be concluded that various empirical investigations have examined the benefits of Instagram on improving students' vocabulary skills. A positive correlation between the use of Instagram as a learning tool with the development of students' English Vocabulary (Anggriani et al., 2022;

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be

Meriastuti, 2018; Zainuddin, 2021). The study shows that Instagram serves as a valuable and practical platform. The effectiveness of the Instagram application in increasing student vocabulary, as evidenced by a significant increase in post-test scores (Ntshangase, 2022; Oktapiani et al., 2021; Radhaswati & Nitiasih, 2022). It should be noted that the Instagram application contributes to increasing students' enjoyment of learning English. The influential role of Instagram in motivating students to learn vocabulary. Collectively, these findings demonstrate the beneficial impact of Instagram and technology in encouraging vocabulary acquisition among students.

Based on the above research, it can be concluded that Instagram offers many benefits as a learning platform, especially in teaching vocabulary to students. The app's strong influence stems from its ability to encourage student independence in completing exercises and its features that measure student achievement levels in vocabulary learning (Dinda Saraswati et al., 2022; Dyah Prasasti et al., 2022). These features contribute to a pleasant learning environment, preventing students from getting bored easily while learning English. The findings of this study further support the role of Instagram as an effective learning medium, especially in teaching vocabulary to students. This is closely related to the advancement of AI technology, which helps teachers and students in the process of learning vocabulary through the Instagram application. The benefits of using Instagram can be seen from the results obtained from the experimental class, students experienced an improvement in their learning results, especially in vocabulary mastery. The findings highlight the significant impact of previous research and the positive influence of Instagram on students' vocabulary skill.

concluded that there is an effect of the use of Instagram social media on English vocabulary mastery by students who take conventional learning in English subjects on vocabulary mastery. It can be concluded that there is a positive influence of the learning model using

Instagram social media on the learning outcomes of English class VIII A students at SMP Negeri 4 Kubutambahan. This is indicated by the average value of domain learning outcomes in the control group, namely and students in the control group are more dominant in getting grades that have reached a good level.

REFERENCES

- Achmad Muhazir, S. (2013). Analisis Struktur Hotel NEO ASTON Cirebon. *Jurnal Konstruksi UNSWAGATI CIREBON*, VII(2), 133–144.
<https://doi.org/http://dx.doi.org/10.33603/jki.v8i1.3760>
- Al-Garawi, A. (2019). Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam University EFL Students. *SSRN Electronic Journal*, August, 1–58.
<https://doi.org/10.2139/ssrn.3451433>
- Alfu, Asmawati, N., Fitriningsih, & Nurdin. (2021). the Effect of Instagram in Learning English Vocabulary. *Datokarama English Education Journal*, 2(1), 22–34.
<https://doi.org/10.24239/dee.v2i1.26>
- Almusharraf, N. (2018). English as a foreign language learner autonomy in vocabulary development. *Journal of Research in Innovative Teaching & Learning*, 11(2), 159–177. <https://doi.org/10.1108/jrit-09-2018-0022>
- Aloraini, N. (2018). Investigating Instagram as an EFL Learning Tool. *Arab World English Journal*, 4(4), 174–184.
<https://doi.org/10.24093/awej/call4.13>
- Anggriani, N. M. G., Artini, L. P., & Marsakawati, N. P. E. (2022). The Teachers' Roles in an Online English Teaching. *Lingua Scientia*, 29(2), 77–85.
- Auly, A. N., Budiman, T. C. S., & Hawa, F. (2021). the Effectiveness of Instagram Filter To Improve Students' Vocabulary. *Journal of English Language Learning*, 5(2), 132–141.
<https://doi.org/10.31949/jell.v5i2.3469>
- B R, A., & G, B. (2023). Utilizing Blogs on ESL learners' vocabulary learning through social constructivist theory: A descriptive study. *MethodsX*, 10(December 2022), 101970.
<https://doi.org/10.1016/j.mex.2022.101970>
- Bastani, B., & Suyata, P. (2014). Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbantuan Komputer Untuk Siswa Smp Kelas Vii. *LingTera*, 1(1), 28.
<https://doi.org/10.21831/lt.v1i1.2467>
- Bestari, A. C. Y. (2020). Students' Perceptions of Instagram Caption As Media in English Language Teaching. *Journal of Applied Linguistics (ALTICS)*, 2(1).
<https://doi.org/10.36423/altics.v2i1.366>
- Bilinski, P. (2022). The Content of Tweets and the Usefulness of YouTube and Instagram in Corporate Communication. *European Accounting Review*.
<https://doi.org/10.1080/09638180.2022.2084759>
- Dinda Saraswati, N. K., Suarnajaya, I. W., Adi, I. N., Putra, J., Pendidikan, J., Inggris, B., Bahasa, F., & Seni, D. (2022). Code Mixings Used By Beauty Vloggers. *Lingua Scientia*, 29(2), 71–76.
<https://doi.org/https://doi.org/10.23887/l.s.v29i2.29399>
- Dyah Prasasti, W., Soelistjowati, J. O., & Suyadjid, L. E. (2022). Exploring Efl Learners' Literary Competence Through Their Critical Stance in Reading Narrative. *Lingua Scientia*, 29(1), 45–58.
<https://doi.org/https://doi.org/10.23887/l.s.v29i1.43790>
- Fitria, T. N. (2022). Pengajaran Kosakata Dasar Bahasa Inggris (English Basic Vocabulary) dengan Metode Drilling Untuk Anak-Anak Desa Kalangan Mulur Sukoharjo. *Lamahu: Jurnal Pengabdian Masyarakat Terintegrasi*, 1(2), 67–72.
<https://doi.org/10.34312/ljpm.v1i2.15435>
- Helawati, B. (2021). PENGEMBANGAN MULTIMEDIA INTERAKTIF UNTUK MENINGKATKAN PRESTASI BELAJAR SISWA (Studi pada Mata Pelajaran Bahasa Inggris Siswa Kelas VIII SMP Negeri 8 Pagar Alam). *Diadik: Jurnal Ilmiah Teknologi Pendidikan*, 11(1), 100–109.
<https://doi.org/10.33369/diadik.v11i1.18372>

- Hidayat, R., & Nurhayati, E. (2014). Pengembangan Program Multimedia Untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas Vii Smp Di Banjarbaru. *LingTera*, 1(1), 76. <https://doi.org/10.21831/lt.v1i1.2471>
- Jayanti, L. (2020). Penggunaan Media Instagram Untuk Meningkatkan Keterampilan Menulis Teks Penyerta Gambar Atau Caption Text Pada Siswa Kelas Xii Ki 3 Smk Negeri Kabuh. *Prosiding National Simposium & Conference Ahlimedia*, 1(1), 15–33. <https://doi.org/10.47387/nasca.v1i1.3>
- Lukitaningtyas, A., Adi, E., & Susilaningtyas, S. (2019). Penerapan Permainan Scrabble Untuk Meningkatkan Kosakata Bahasa Inggris Siswa Kelas Iii Di Sdk St. Fransiskus Lawang. *Jurnal Kajian Teknologi Pendidikan*, 2(3), 213–223. <https://doi.org/10.17977/um038v2i32019p213>
- Martarini, N. M. L., Yulianti, K. A. R., & Sastaparamitha, N. N. A. J. (2021). Media Sosial Dan Pembelajaran: Study Efektifitas Instagram dalam Pembelajaran Bahasa Inggris. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(2), 375–382. <https://doi.org/10.30605/onoma.v7i2.1227>
- Meriastuti, N. M. (2018). Penggunaan Strategi Pembelajaran Modeled Talk untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Kelas VIII SMP. *Journal of Education Action Research*, 2(2), 180. <https://doi.org/10.23887/jear.v2i2.14753>
- Mulyani, S. (2021). Pemanfaatan Media Pembelajaran Ict Dalam Meningkatkan Hasil Belajar Bahasa Inggris Pada Siswa Kelas Viii-3 Smp Negeri 9 Tebing Tinggi. *School Education Journal Pgsd Fip Unimed*, 11(1), 42–50. <https://doi.org/10.24114/sejpgsd.v11i1.24613>
- Murti Wijayanti. (2022). International Journal of Education , Information Technology and Others (IJEIT). *International Journal of Education, Information Technology and Others (IJEIT)*, 5(2), 389–399. <https://peneliti.net/index.php/IJEIT>
- Ntshangase, S. Z. (2022). Interactive pedagogy elevating learners as producers of knowledge in the isiZulu classroom. *South African Journal of Education*, 42(2), 1–11. <https://doi.org/10.15700/saje.v42n2a2095>
- Nurlaily, N. (2021). Students’ Perceptions: Enhancing Vocabulary Mastery Through Vocabulary Cards Bank Project on Instagram. *PROJECT (Professional Journal of English Education)*, 4(Vol 4, No 5 (2021): VOLUME 4 NUMBER 5, SEPTEMBER 2021), 814–821. <https://doi.org/https://doi.org/10.22460/project.v4i5.p814-821>
- Nurmala Sari, N., & Afrida, N. (2020). Instagram as A Media to Enhance Writing Skill of Students in Langsa. *JADEs Journal of Academia in English Education*, 1(2), 56–71. <https://doi.org/10.32505/jades.v1i2.3031>
- Nursyamsiah, E. (2021). Penggunaan Media Aplikasi Duolingo Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas VII SMP Negeri 3 Agrabinta Cianjur. *Jurnal Paedagogy*, 8(1), 67. <https://doi.org/10.33394/jp.v8i1.3251>
- Oktapiani, N. P. G., Asril, N. M., & Wirabrata, I. D. G. F. (2021). Upaya Meningkatkan Kosakata Bahasa Inggris Pada Anak Usia Dini Dengan Media Wayang Melalui Video Pembelajaran. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(2), 285. <https://doi.org/10.23887/paud.v9i2.37466>
- Pujiati, H., Zahra, & Tamela, E. (2019). The Use of Instagram to Increase Students’ Motivation and Students’ Competence in Learning English. *Proceedings of the 1st International Conference on Education Social Sciences and Humanities (ICESSSHUM 2019)*, 335(ICESSSHUM), 651–656. <https://doi.org/10.2991/icessshum-19.2019.103>
- Radhaswati, I. D. A. A., & Nitiasih, P. K. (2022). The Appearances of Code Switching And Code Mixing in Online Conversation. *Lingua Scientia*, 29(2), 86–96.
- Ramadhania, S., & Yamin, Y. (2022).

- Pengembangan Media Pembelajaran Crossword Puzzle Untuk Meningkatkan Penguasaan Kosakata Bahasa Indonesia Siswa Sekolah Dasar Kelas II. *Jurnal Educatio FKIP UNMA*, 8(3), 960–965.
<https://doi.org/10.31949/educatio.v8i3.3042>
- Rosdiani, R., Mertosono, S. R., & Erniwati, E. (2022). Using Instagram Captions to Improve Students' Vocabulary Mastery. *Pioneer: Journal of Language and Literature*, 14(1), 89.
<https://doi.org/10.36841/pioneer.v14i1.1646>
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, 3(1), 64–73.
<https://doi.org/10.26858/ijole.v1i1.7064>
- Siti Fatimah, & Sulistiyani. (2022). PERSEPSI SISWA MENGGUNAKAN PLATFORM MEDIA UNTUK SISWA ESL. *JURNAL IKA: IKATAN ALUMNI PGSD UNARS*, 11(8.5.2017), 2003–2005.
<https://doi.org/https://doi.org/10.36841/pgsdunars.v11i1.2085>
- Sugiharti, R. E., & Riftina, Y. (2019). Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris melalui Model Scramble pada Siswa Kelas 4 SDN Jatimulya 04 Tambun Selatan. *Indonesian Journal of Primary Education*, 2(2), 14.
<https://doi.org/10.17509/ijpe.v2i2.15096>
- Zainuddin, N. (2021). Meningkatkan Pemahaman Kosakata Bahasa Inggris melalui Media Handbook pada Siswa Kelas IX SMP Cokroaminoto Palopo. *Jurnal Dieksis Id*, 1(2), 59–68.
<https://doi.org/10.54065/dieksis.1.2.2021.81>
- Zikra, I. M., & Rasyid, Y. (2020). Kontribusi Penguasaan Kosakata Terhadap Keterampilan Menulis Teks Berita Siswa Kelas Viii Smp Negeri 1 Sintuk Toboh Gadang. *Pendidikan Bahasa Indonesia*, 9(3), 20.
<https://doi.org/10.24036/108985-019883>