

## CHAPTER II

### LITERATURE REVIEW

#### A. Vocabulary

##### 1. Definition of Vocabulary

According to Gushendra (2017), vocabulary is the whole words that form a language. Tawali (2018) argued vocabulary is essential because vocabulary mastery makes it easier for students to master language skills such as listening, speaking, reading, and writing skills. Thus, mastering vocabulary first will make learning language skills easier. Sari et al. (2019) stated vocabulary is a collection of words often found in a person's language when speaking, so that vocabulary stores words and is used as communication material. If you often find someone speaking their language, you will have more knowledge of familiar vocabulary in your brain. Therefore, when we lack vocabulary storage in the brain, it will be challenging to communicate with that language.

Rokhmawati and Mastuti (2018) argued that today's youth prefer something virtual, digital, and enjoyable. Therefore, the use of Instagram features in the media can support the improvement of English vocabulary mastery. For example, posts, stories, comments, IG TV, and messages that features can increase vocabulary mastery (Liany et al., 2021).

##### 2. Types of Vocabulary

According to Basri et al. (2014), there are types of vocabulary, including:

a. Passive and Active Vocabulary

Vocabulary consists of passive and active. In general, vocabulary is words that can be used in the proper context and according to meaning, such as when the teacher wants to express an opinion about a specific topic.

b. Vocabulary in The Form of Idioms, Slang, Phrasal Verbs and Colloquial

This form of vocabulary is a vocabulary that is not singular or has at least two words. Vocabulary in everyday language or vocabulary in a language used informally is vocabulary that is difficult for students to learn. Idioms, slang and everyday language which is non-standard language and is rarely found, or is commonly used in certain communication activities by certain people as well.

3. Challenges In Learning Vocabularies

Increasing vocabulary through the media features of Instagram is something that must be considered, the choice of media must be appropriate, because in increasing vocabulary mastery there are challenges, especially for students who are just learning languages.

Leong et al. (2019) stated that in mastering vocabulary, it is hoped that it will come from the efforts that the learner does themselves. Therefore, the selection of learning media must be of interest to the learner. Because mastering English vocabulary is not easy, such as getting long

and unfamiliar new words to memorize (Leong et al., 2019). Putri (2022) stated getting a broad vocabulary is one of the biggest challenges in learning a second language Learning English or other foreign languages first master vocabulary before studying structure. Afzal (2019) said that however, learning vocabulary is quite challenging, especially for non-native English speakers who face problems related to new words, spelling, pronunciation, correct use of words, guessing meaning through context and so on.

## **B. Using Instagram Features**

### **1. Definition of Instagram**

Instagram is a popular social media for people from various backgrounds because Instagram has many innovative features such as communication that is interesting, accessible, effective and makes people want to be involved (Mahmudah & Ardi, 2020). Seeing this fact, it can be concluded that students are currently equipped with abundant technology that can help them in learning (Aminatun & Oktaviani, 2019). Students also perceive social media as a tool that can improve their learning abilities (Sari & Wahyudin, 2019). If students learn English, Instagram can help them improve their mastery of English vocabulary, because today's teenagers tend to like things that are virtual, digital, and interesting (Rokhmawati & Mastuti, 2018). Instagram itself has many features where users can share their stories through story and feed. Users can share the photos or videos they want to share on their account to show what they are feeling, doing or do it. This can be very

supportive to be used as a medium English learning. This can be related to activities in use this social media when users are going to share a video or photo, they have to give a sentence below to explain what they are talking about want to share. So, language is very useful here.

## 2. Instagram As English Learning Medium

According to Wulandari (2019) Instagram is an example of technological media that can be used in language classes. According to Hawanti et al. (2022), the integration of technology strengthens students' motivation and interest in learning English. Apart from being easy to reach, Instagram is a social media that can be used by all students because they are already familiar with this social media. It can include quite complete features to support learning through such as Instagram feeds, stories, and live (Ambarsari, 2020). In that tool, they indirectly gain new vocabulary when they look videos or tutorials, read captions or view posts from someone's account (Putri, 2022). Today there are also many Instagram users who create accounts with the aim of sharing information or sharing knowledge through the Instagram feature. For example, Dewi et al. (2020) said that they use Instagram as a learning medium, apart from that they also use it as a place for English language courses for interested Instagram users, and the account's feed contains English material which is shared in Instagram features such as reels, feeds, Instagram stories. Rokhmawati and Mastuti (2018) said that Instagram could be used as an alternative to mastering English vocabulary in the learning process.

### C. Teaching Steps

#### 1. Pre-test

This test questions were given before treating the experimental and control group using different media. The items in this test have the same pattern of questions as the post-test questions but have a different vocabulary, consisting of 30 questions in 45 minutes.

#### 2. Treatment

##### a. The Experimental Group

The first, informing examples of Instagram features that are used to improve English vocabulary mastery, telling some of the vocabulary that is often found on Instagram features via PowerPoint, and ensuring language settings on the Instagram application use English. Second, giving quizzes through one of the features, namely Instagram stories to test students' English vocabulary mastery and some vocabulary will be tested on post-test questions.

##### b. The Control Group

Whereas the control group used different media or did not use Instagram, but used English book media which teachers usually use as English learning material, namely cause and effect material. In this group, they provide examples of cause and effect sentences, and later some of the vocabulary will appear in the post-test questions.

#### 3. Post-test

This test was given after the respondents were given treatment using Instagram media for the experimental group and giving cause and effect

material using it for the control group. The questions in this test have the same pattern of questions as the pre-test questions but have a different vocabulary consisting of 30 questions that are answered in 45 minutes.

#### **D. Previous Study**

The first research was conducted by Rokhmawati and Mastuti (2018) the research objective was to improve students' vocabulary mastery using Instagram in the learning process. The research subjects were class X senior high school students with a total of 32 students. The research method uses Classroom Action (PTK) and the data is taken from the results of observations and tests. The result of his research is the mastery of English vocabulary students increased using Instagram. It can be seen from the increase in class average scores from the pre-test to cycle 2. Meanwhile, this study used a quasi-experimental research method, namely to find out whether Instagram had an effect on increasing English vocabulary mastery and the data in this study were only taken from tests. The results of this study are that Instagram has an effect on improving English vocabulary mastery. It can be seen from the average value of the pre-test to the post-test of the experimental group which has increased.

The second research was conducted by Agustin and Ayu (2021) the aim of the research was to determine the impact of using Instagram on increasing students' vocabulary and listening skills. The research method uses a qualitative descriptive approach with a data collection technique using a questionnaire. The result of the research is that Instagram affects the

listening skills and vocabulary of English education students. Meanwhile, this study used quasi-experimental as a research method and data collection technique, namely tests. The results of this study are that the use of Instagram has an effect on improving students' English vocabulary mastery.

The third research was conducted by Putri (2022) the purpose of this research is to find out whether there is an effect of using Instagram in increasing vocabulary mastery. The research method uses descriptive qualitative and the sample used consists of 28 students. Data collection techniques using a questionnaire. The results of his research are the use of social media, especially Instagram, greatly affects students' vocabulary. Meanwhile, this study used quasi-experiments as a research method and the sample used was class XI students consisting of 116 students. The data collection technique is a test. The results of this study are that the use of the Instagram feature has an effect on increasing students' English vocabulary mastery.

The fourth research was conducted by Kamal (2019) the aim of the study was to get an overall picture of students' vocabulary mastery in learning through Instagram and students' interest in learning vocabulary through Instagram. The method used is a mixed methods approach, namely quantitative to get a clearer picture and then to use qualitative to provide a better understanding and explanation of the study in question. The sample consists of two classes consisting of 48 students. Data was collected through three instruments, namely tests, questionnaires and interviews. The results of the research are that there is a significant increase in students' vocabulary

mastery which shows a significance of 0.001 which is smaller than  $\alpha = 0.05$ . Meanwhile, this study uses a quasi-experimental method with the aim of knowing whether Instagram has an effect on increasing English vocabulary. The sample in this study were two groups consisting of 58 students. The data collection technique used is a test. The results of this study are that there is a significant difference between using Instagram and not using Instagram in increasing vocabulary. It can be seen from the results of the experimental group, namely the t-test is greater than the t-table.

#### **E. Basic Assumption**

Based on these basic assumptions, the factors that impact the improvement of students' English vocabulary mastery are the use of Instagram features. Instagram has an influence on its users in increasing mastery of English vocabulary.



**Figure 2.1**

#### **Basic Assumption**

From the explanation above coupled with relevant previous research, the researcher assumes that the use of Instagram features can improve students' English vocabulary mastery. Judging from some of the benefits above and also some research that proves that Instagram media has a good effect on increasing students' vocabulary mastery.

## F. Hypotheses

According to Arikunto (2005), a hypothesis is a quick answer to a problem created by researchers in their research. Therefore, in this study, the researcher wants to formulate the hypothesis as follows:

### 1. Null Hypothesis (H<sub>0</sub>)

There is no impact and significant difference in using Instagram features to improve English vocabulary mastery.

### 2. Alternative Hypothesis (H<sub>a</sub>)

There is an impact and significant difference in using Instagram features to improve English vocabulary mastery.

