

THE EFFECTIVENESS OF MEDIA INSTAGRAM TOWARDS THE STUDENTS' VOCABULARY MASTERY

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Abstract

This research aims to see whether the mean score of XI students of SMA Negeri 3 Bireuen who taught using Instagram media to master vocabulary in writing recount texts got a higher score than the mean score of students who used conventional methods. The methodology of this research was a quasi-experimental (nonequivalent control group) design. The instrument used in this research was an achievement test. The data was analyzed quantitatively using the SPSS Statistics Output, such as Normality Test, homogeneity test, and Independent-Sample T-test. Using Instagram as media for the student's vocabulary mastery in writing recount text is effective. It can be seen from the average score of the control and experimental classes, where the average value of the control class is 47.65 while the average value of the experimental class is 77.94. That way, there is a difference between the two classes, where the experimental class taught using Instagram has a higher value than the control class taught using the convection method. From the data analysis, the result of the Independent Sample T-test is $0.000 < 0.05$, so it can be concluded that there is a difference in the average student learning outcomes between the learning model that uses Instagram media and the conventional learning model. Thus, the research alternative hypotheses (H_a) are accepted, and the null hypotheses (H_o) are rejected. Then, the effectiveness of the media Instagram towards the students' vocabulary mastery in writing recount text is effective.

Key Words: *Vocabulary, Media Instagram*

INTRODUCTION

Word is a unit of structure, and a collection of combined words is called a vocabulary so that the compound words have meaning. So, to become master English, it is recommended to master vocabulary first so that, for vocabulary mastery, you can use various media, one of which is social media.

Vocabulary is one of the most important or central things a person must master in English. By getting vocabulary, students will quickly learn and master the four English skills: reading, writing, listening, and speaking. Vocabulary is a collection of words that are combined to form a sentence. Thus, the researcher focused only on one of the four English skills, which is writing skills, by using the recount text. A recount text is a type of text that describes a story or someone's experience in the past.

Based on the 2013 curriculum, learning English cannot be separated from teaching vocabulary. Students must be more productive and innovative in mastering vocabulary, especially vocabulary mastery in writing recount texts. Students must master the recount text, among others, explain the meaning, copy the text given by the teacher, and then retell the text.

Based on observations made by the researcher at SMA Negeri 3 Bireuen, there are several obstacles for students and teachers in learning English, especially in mastering written English vocabulary. The teacher's first problem is the lack of media use in the teaching and learning process, which does not motivate students to learn English using the lecture method. The second problem of students is the lack of interest in learning English, lack of self-confidence, and lack of motivation to learn English.

Vocabulary mastery is the first step for students to improve their English skills. According to Neuman & Dwyer in (Evafaliyanti & Usmawita, 2019)⁵ Words are an excellent way to define vocabulary that one must communicate well; words when speaking (expression vocabulary) and listening (receptive vocabulary).

In addition, according to Harmon et al. In (Kamal, 2019)⁷ Vocabulary is a fundamental requirement that influences the students' achievement in studying English. Without Vocabulary, who cannot convey communication, reading, and writing. Learning Vocabulary is fundamentally about learning the definition of words. Vocabulary learning is continually encountering new words in meaningful and understandable contexts.

According to Richards as quoted by (Mahmudah, 2014)¹⁰, One of the most apparent aspects of language and one of the first things linguists use is vocabulary to shift their focus. According to Langan, a strong vocabulary is essential to good communication. Fluent in many words will help you, readers, listeners, and speakers write better. Students who have a large vocabulary or are trying to expand their vocabulary are more likely to succeed academically. As Thornbury in (Asyiah, 2017)², Mastering Vocabulary means that students have comprehensive knowledge of Vocabulary, which includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, word collocations, and word lists - spoken and written, word connotations or associations, and word frequency. Vocabulary mastery it is vital because we use vocabulary in day-to-day existence as the language to communicate sentiments, thoughts, and others.

As stated by Gains and Redman as quoted by (Mahmudah, 2014)¹⁰, talks Four skills in English cannot be separated from vocabulary: speaking, reading, writing, and listening. Their Vocabulary influences the level of skill with which someone speaks. Let's examine the significance of vocabulary to language skills to make that clear.

Vocabulary mastery improves students' ability to master a good language and language skills. Mastery of Vocabulary varies according to the quantity and quality they master; the more Mastery of vocabulary, the better the skills in the language. Vocabulary is always growing and increasing the time. No one knows clearly how many vocabulary words are in English. In When students learn English in junior high school, vocabulary mastery is essential. This is because the students' early vocabulary-related experiences play a crucial role in their language development.

Students in junior high schools are taught how to learn vocabulary in various ways. It will mature when the student reaches adulthood and learns it in high school senior year. Students in middle school and high school learners in similar ways. On the other hand, junior high school students receive a more tailored treatment because they eat in concrete operations or progress to semi-abstract psychological development. Because they are the primary words that dominate the English language, the students learn the vocabulary's content words.

Talking about Vocabulary, (Tomić & Novaković, 2022)¹³ define Vocabulary as knowledge of words and words' meaning in both oral and print language and effective and receptive forms. More specifically, they refer to "the kind of word that students must know to read increasingly demanding text with comprehension." Therefore Harmer, as quoted by (Santoso & Andriyadi, 2019)¹¹ , can conclude that knowing a word (Vocabulary) means knowing about meaning, word use, word formation, and grammar.

Word meaning is the meaning of a word that is also governed by idioms and metaphors, like the word "woof". *The* meaning of the word refers to the sound of a dog. Moreover, word formation may create meaning by seeing them in their grammatical contexts. We look at how the suffixes and prefixes work (im-, or in-), such as imperfect, perfect, inappropriate, and appropriate. The last is word grammar, which is used to distinguish word usage based on certain grammatical patterns such as nouns, adjectives, verbs, adverbs, and others.

As stated by Yule in (Hasan, 2018)⁶ , The characteristic meaning of a word not in terms of its component features but its relation to other words is treated as an analysis of linguistic relations. The lexical relations usually appealed to can be briefly defined and exemplified: Synonymy, Antonymy, Hyponymy, Homophony, Homonymy, and Polysemy.

1. Synonyms are words that have the same or a similar meaning to other words. then, a synonym is the use of two or more forms with meanings that are very close to each other and can be substituted in a sentence. However, this is only sometimes the case. The pairs illustrate synonyms: cheer, applaud, bold, and short.

2. Anonym is the opposite of the meaning of another word. thus, antonyms are two meanings opposite to each other. Antonyms are divided into two types, namely stratified and non-leveled. Graded and non-leveled antonyms, for example, dry-wet pairs and bad-good pairs.
3. Hyponymy is a bond between two words where one word has the same meaning as the other. Cat and animal and spinach and vegetable pairings are typical examples. The idea that an object is an animal if it is a cat comes from the concept of inclusion involved in this discussion. Thus, the cat is a synonym for animal or is included in the definition of a cat.
4. Homophony describes the relationship between two more distinct (written) forms with the same pronunciation as their counterparts: Curb-verb, die-dye, key-quay, fore-four, and gait-gate are all examples.
5. Homonyms are used when a single written or spoken form has two or more meanings that are unrelated. Pairs are an example of homonyms: lead (water pipe) in the first position; sow (mature sow) in the second position (plant).
6. Polysemy is a form (written or spoken) with numerous meanings connected to the extension. According to (Loukianov et al., 2020)⁸ polysemy is the nature of a single lexeme.

In the opinion of Wilkins, as quoted by (Sidhu & Mohamad Nor, 2020)¹², learning any language is meaningless without having a good knowledge of the words or Vocabulary of the target language because words convey meaning in a language and are bridges that connect one word to another in a sentence or speech. Thus, it is proven that vocabulary learning is the foundation for growing language literacy and enabling a person to use language effectively and efficiently in everyday life.

As stated by Alqahtani in (Aslamiah, 2020)¹ Vocabulary is essential for the successful use of a second language because, without a broad vocabulary, students will find it challenging to use structures and functions for understanding communication. Good and correct Vocabulary can help our ability to think logically and learn easily and quickly in different conditions. Also, language can help us understand ourselves and the world around us.

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In addition, Kelly explains about English word as quoted by (Tomić & Novaković, 2022)¹³ some English words are formed by snipping components from existing words and stitching the

elements together either through simple concatenation or through concatenation coupled with an overlap of shared phonological segments.

As stated by (Mahmudah, 2014)¹⁰ The student's vocabulary is organized into sentences to help them express their thoughts, ideas, and opinions. In social communication, they use it. Based on these four English language skills, vocabulary serves the following functions:

1. In listening, Vocabulary is used to comprehend someone's thoughts or words. If we are only familiar with sentence structure and do not know the words, it won't be easy to comprehend what another person is saying.
2. In speaking, vocabulary is used to communicate our thoughts or sentiments to others. The words we use have an impact on how well we communicate.
3. In reading, It helps people understand what they are reading. Reading in silence a strong vocabulary will make it hard to comprehend the text. The amount of time a person spends reading will be influenced by how many words they know. It is impossible to comprehend the passage without an understanding of the context in which the words are used.
4. In writing, The writer develops his idea through the use of vocabulary. To effectively convey an idea, a writer must choose the right words. We can't improve our writing if we don't know a lot of vocabulary because we don't know enough.

Using social media as a learning medium can be an alternative to learning and teaching English. One social media that can use as a learning medium is Instagram. Instagram is an application that is used to share images or videos (Auly et al., 2019)³. Equipped with several interesting features and has many benefits. Using Instagram as a learning media makes it easier for teachers to interact with students even at a distance. It attracts students' attention to learn because Instagram is equipped with interesting features such as feeds, live, IG stories, reels, IG TV, and more, and Instagram is very easy to access. Here's an explanation of Instagram's features as quoted by (Loukianov et al., 2020)⁸ :

1. Feeds features is a feature that has existed since the first time Instagram was present. This feature is used to share photos/videos and can connect with other people. The IG feed contains photos/videos posted by us or other Instagram users, and we can like, comment, save and share these posts.
2. Live features are features used by Instagram users to broadcast live. Viewers of the broadcast can like and comment in the comments column provided.
3. Story IG features. This feature is used to share photos/videos with other Instagram users but only lasts 24 hours. After 24 hours, the pictures/videos will disappear and will be stored in an archive that only the Instagram users themselves can see.

4. Reel features, this feature is the same as story IG. which will not lose only photos/videos uploaded to the reel for 24 hours.

5. IG TV features allow Instagram users to upload videos of a longer duration.

Instagram is a free online tool and application that allows users to take and share photos and videos with friends and family. It was launched in October 2010 by Kevin Systrom and Mark Krieger. Instagram is one of the most popular social media channels for teens today, and there are more than 400 million active users on Instagram (Kamal, 2019)⁷. Users can add captions to each of their posts and use location-based hashtags and geotags to index these posts and make them searchable by other users within the app. Each post by a user appears in their follower's Instagram feeds and is also viewable by the public when tagged using hashtags or geotags. Instagram users also have the option to make their profile private so that only their followers can see their posts.

Instagram users can use some of Instagram's features to like, comment, tag, and use Instagram Direct to send friends private messages. just as they can on other social media platforms. And With one tap, photos can be shared on Twitter, Facebook, and Tumblr, among other social media platforms. Instagram is a social media platform utilized by both individuals and businesses. Companies can access engagement and impression metrics and create free business accounts using photo-sharing apps. Over one million advertisers worldwide use Instagram to share stories and achieve business results, according to the Instagram website.

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Some of the things below make Instagram social media superior to other social media, including: (1) Able to be private, The Instagram profile will be locked and can only be seen by those who have permission or are friends with the Instagram user account. This happens if the Instagram user changes it to a private account. (2) There are various intriguing features. Other than having the option to post photographs or recordings, Instagram also offers a wide range of interesting stickers and edits that can enhance our posts. English or certain languages must know the words. Mastery of Vocabulary can support their speaking ability. (3) Providing a business account. To those in the

online business industry. Utilizing Instagram as a form of promotional media is fine. Start a business on Instagram to make it easier to sell your products in the future.

METHOD

This research uses quantitative research intending to test the hypothesis of the data that has been collected, the type of research used in this research is experimental. The experimental method used is in the form of a *quasi-experimental*. This research involved two classes: the control and experimental classes. The control group was taught using conventional methods, while the experimental class was taught using Instagram media. The scores collected from the test results given to both classes are processed using SPSS.

Experimental and quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables. The *independent variable* is the variable of influence, and the *dependent variable* is the variable that is being influenced .

The researcher applied a nonequivalent control group design. In this design, which chose the popular quasi-experiment approach, experimental group A and control group B were without random assignment. Both groups took pre-test and post-test. Only the experimental group received the treatment. The following is a table of the nonequivalent control group design (Creswell, 2009)⁴:

Table 3.1 Nonequivalent control group design

Group	Pre-test	Treatment	Post-test
A	O ₁	X	O ₃
B	O ₂		O ₄

Explanation:

A : Experimental group

B : Control group

O₁, O₃ : Pre-test of experimental group and control group

O₂, O₄ : Post-test of experimental group and control group

X : Treatment using Instagram

As for this design, the test was carried out twice before and after the experiment. The results carried out before the experiment (O1 – O3) are called the pre-test, and the results carried out after the experiment (O2 – O4) are called the post-test.

In this research, the researcher used a test instrument, seen from the evaluation target of the test consisting of seven, of which was the achievement test. The achievement test measured a person's achievement after learning something. So the researcher used an achievement test to measure students' vocabulary mastery by using Instagram media both before and after treatment.

The test given by the researcher to the two classes was a pre-test and a post-test. The test is shown before and after the treatment. The test is a recount text question in the form of fill-in-the-blank, where students will fill in the blanks with the correct vocabulary.

The pre-test was administered at the meeting's beginning for the control class. class control were only employing conventional treatments for the condition. After the pre-test and treatment were shown, a post-test with the same questions but different questions for the last session was given. Similarly, students in the experimental class are taught how to use Instagram media for treatment.

This research only uses a test as an instrument because the problem of this research is that the researcher only wants to see if Instagram is effectively used in students' vocabulary mastery by comparing the mean score of the two classes.

To analyze the vocabulary mastery test scores, the researcher used a t-test to find the difference in the vocabulary scores of students who use Instagram and without Instagram. The researcher will use the comparative technique to determine the results of both the experimental and control groups. Who compared the groups to determine whether there was a significant or not.

There are two conditions that must be done before analyzing the data with t-test, namely normality test, homogeneity test. The normality test aims to see whether the data spread follows a normal distribution or not on the basis of random sampling, while the homogeneity test is to determine whether the data held are homogeneous or come from the same population (when talking about sample data) (Maciejewski, 2020)¹⁴. The t-test is a test used to determine whether an approach, model, strategy or learning method used to teach has been effective or has an effect on students. The t-test used is the independent sample t-test, this test is conducted to determine the difference in the mean (mean) between two different samples, namely the experimental class and the control class.

The decision making in the independent sample t-test test is if the value of sig. (2-tailed) > 0.05 then H₀ is accepted and H_a is rejected, which means that there is no difference in the average

learning outcomes of the experimental class and control class students using Instagram media in vocabulary mastery. If the value of sig. (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted, which means that there is a difference in the average learning outcomes of experimental class and control class students using Instagram media in vocabulary mastery.

FINDINGS AND DISCUSSION

This research aimed to see whether the mean score of XI students of SMA Negeri 3 Bireuen who taught using Instagram media to master vocabulary in writing recount texts got a higher score than the mean score of students who used conventional methods. This research was carried out at SMA Negeri 3 Bireuen using experimental research methods. In contrast, the type of research used was quasi-experimental, with two classes, namely the control and experimental classes. The control class was class XI IPS 1, and the experimental class was XI IPA 2. Experimental class students are taught to use Instagram to increase vocabulary in writing recount text, while the control class was prepared to use the convection method.

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Data analysis was carried out on the results of the prerequisite test and the effects of hypothesis testing from the data that the researchers had carried out—a prerequisite test to determine whether the data obtained were normally distributed or not. After the prerequisites, testing, and expected distribution, the next step is to analyze the results of hypothesis testing. This data processing is carried out with the help of the SPSS Statistics Output. The prerequisite test for the normality test and the homogeneity test on the pretest-posttest data on learning achievement.

Quasi-experimental research was carried out because the researcher could not randomly choose which samples would be the part of the experimental group and which samples would be included in the control group. There were two types of technique of data analysis for quasi-experimental research, namely descriptive statistical analysis and inferential analysis.

Descriptive statistical analysis is used to describe and specify the research data from the research process which included the total of data result, minimum value, maximum value, mean

value, and the standard deviation. Meanwhile, the inferential analysis was done to examine and prove the hypothesis of the research, in which the hypothesis was:

Ho: The mean scores of the students in class XI at SMA Negeri 3 Bireuentaught byusing Instagram media in mastering vocabulary on writing recounttext did not gethigher scores than the mean scores of students taught by using conventionalmethod.

Ha: The mean scores of the students in class XI at SMA Negeri 3 Bireuentaught by using Instagram media in mastering vocabulary on writing recount text get higherscores than the mean scores of students taught by using conventional method.

In the table shown below was the result of the descriptive statistics analysis that was processed using the SPSS Statistics Output

Tabel 4.3 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-testExperimental	17	40	85	64.12	10.787
Post-test Experimental	17	55	90	77.94	8.303
Pre-test Control	17	20	80	45.88	14.168
Post-test Control	17	30	70	47.65	11.608
Valid N (listwise)	17				

Afterwards, the researcher continued the process to the Normality test. Normality test was conducted to identify whether or not the research data normally distributed. The data that was normally distributed was an absolute requirement before the researcher conducted the parametric statistical analysis, the Paired-Sample T-test and the Independent-Sample T-test. In addition, there are two kinds of decisions making that could be obtain from the Normality testresult namely, Kolmogorov-Smirnov and Shapiro-Wilk.

Tabel 4.4 Tests of Normality(Kolmogorov-Smirnov and Shapiro-Wilk)

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Results	Pre-test Experiment (IG)	.175	17	.176	.958	17	.592
	Post-test Experiment (IG)	.186	17	.120	.894	17	.055
	Pre-test Control (Conventional)	.190	17	.102	.940	17	.313
	Post-test Control (Conventional)	.178	17	.154	.935	17	.263

a. Lilliefors Significance Correction

The table above showed the results of the Normality test using the SPSS Statistics Output. Based on the output results above, it can be seen that the significance value (Sig.) for all the data in

both the Kolmogorov-Smirnov and Saphiro-Wilk were $p\text{-value} > 0.05$. So, the researcher concluded that the data from the Normality test were normally distributed and continued the process of analyzing data using the parametric tests, in which the researcher would conduct the Paired-Sample T-test first, then the Independent-Sample T-test afterwards.

Tabel 4.5 Paired Sample Test

		Paired Differences					T	Df	S Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental - Post-test Experimental	-18.529	9.963	2.416	-23.652	-13.407	-7.668	16	.000
Pair 2	Pre-test Control - Post-test Control	-1.765	11.718	2.842	-7.790	4.260	-.621	16	.543

The Paired-Sample T-test was done to answer the problem of the research: 1) Do the mean score of the students of class XI at SMA Negeri 3 Bireuen who taught by using Instagram media in mastering vocabulary on writing recount text get higher scores than the mean score of students taught by using conventional method?

Therefore, to solve and answer the problem of the research stated above, the researcher conducted the Paired-Sample T-test towards the pre-test and post-test data of the experimental group that used Instagram as a learning media, with the pre-test and post-test data of the control group that used the conventional learning methods.

Derived from the output results that have been tabulated above, it can be interpreted as follows. From Pair 1, the researcher obtained that the $p\text{-value} = 0.000 < 0.05$. That means, there was a difference in the mean score of the students' learning outcomes for the pre-test and post-test experimental group that used the Instagram as a media in the teaching-learning process in the classroom. Meanwhile, Pair 2 showed that the $p\text{-value} = 0.543 > 0.05$ which can be stated that there was no difference in the mean score of the students' learning outcomes for the pre-test and post-test control group that still used the conventional method in the teaching-learning process in the classroom.

Therefore, from the output result in Pair 1, the researcher could make a conclusion that there was an influence in the application of the Instagram as a learning media on the students' mastering vocabulary in writing recount text. The following was a descriptive statistical output result of the Paired-Sample T-test

Tabel 4.6 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental	51.47	17	14.444	3.503
	Po Post-test Experimental	70.00	17	14.684	3.561
Pair 2	Pre- Pre-test Control	45.88	17	14.168	3.436
	Po Post-test Control	47.65	17	11.608	2.815

According to the results that have been tabulated above, it can be seen that the mean value of the learning outcomes for the pre-test experimental class was 51.47, while for the post-test experimental class was 70.00. In other words, the implementation of the Instagram as a learning media was indeed able to improve the students' mastering vocabulary in writing the recount text.

Furthermore, the researcher conducted a homogeneity test. The purpose of the homogeneity test was to find out whether or not the variance (diversity) of the data from two or more groups were homogeneous (same) or heterogeneous (not the same). Homogeneous data was one of the requirements (not an absolute requirement) in the Independent-Sample T-test. In this research, the researcher conducted a homogeneity test which was used to determine whether the variance of the post-test data of the experimental class using Instagram as a learning media and the post-test data of the control class that studied conventionally were homogeneous or not.

Tabel 4.7 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Result	Based on Mean	3.279	1	32	.080
	Based on Median	2.250	1	32	.143
	Based on Median and with adjusted df	2.250	1	31.345	.144
	Based on trimmed mean	3.259	1	32	.080

Pursuant to the result above, it can be seen that the significance value (Sig.) based on Mean was $p\text{-value} = 0.080 > 0.05$. Therefore, the researcher can conclude that the variance of the experimental class post-test data and the control class post-test data were the same or homogeneous. Thus, one of the requirements of the Independent-Sample T-test has been fulfilled.

Table 4.8 Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Result	Equal variances assumed	3.279	.080	8.752	32	.000	30.294	3.461	23.244	37.345
	Equal variances not assumed			8.752	28.975	.000	30.294	3.461	23.215	37.374

Subsequently, for the last technique of data analysis, the researcher carried out the Independent-Sample T-test which aimed to answer the problem of the research: 1) Do the mean score of the students of class XI at SMA Negeri 3 Bireuen who taught by using Instagram media in mastering vocabulary on writing recount text get higher scores than the mean score of students taught by using conventional method?

The main requirements in conducting the Independent-Sample T-test were the result of the data on the Normality test with a normal distribution and the Homogeneity test with a homogeneous distribution. In the Independent-Sample T-test process, the researcher utilized the post-test data for the experimental class that studied using Instagram media with the post-test data for the control class that studied using the conventional method. The results of the Independent-Sample T-test that have been carried out by the researcher can be seen below:

As specified in the result of the Independent-Sample T-test above, it can be interpreted that $p\text{-value} = 0.000 < 0.05$. Therefore, it can be concluded that there was a difference in the mean of the students' learning outcomes between the learning methods that used the Instagram media and the conventional learning method.

Tabel 4.9 Descriptive Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Result	Post-test Experiment (IG)	17	77.94	8.303	2.014
	Post-test Control (Conventional)	17	47.65	11.608	2.815

The table above was the descriptive statistic of the Independent-Sample T-test that the researcher had done. The mean score in the post-test experimental class that studied using the Instagram media was 77.94. Meanwhile, the mean score in the post-test control class that studied

using the conventional method was 47.65 in which, it was in fact much smaller than the mean score in the experimental class.

Hence, based on the results of the interpretation above, it is evident that the H_0 : The mean scores of the students in class XI at SMA Negeri 3 Bireuen taught by using Instagram media in mastering vocabulary on writing recount text did not get higher scores than the mean scores of students taught by using conventional method, was rejected. Meanwhile, the H_a : The mean scores of the students in class XI at SMA Negeri 3 Bireuen taught by using Instagram media in mastering vocabulary on writing recount text get higher scores than the mean scores of students taught by using conventional method, was accepted, because the use of the Instagram media for the students to master their vocabulary in writing recount text was more effective than using the conventional method.

CONCLUSION

Based on the results of quasi-experimental research carried out at SMA Negeri 3 Bireuen using Instagram as a learning medium, the researchers conclude that using Instagram as a learning medium is very effective for students. Vocabulary mastery in writing recount texts compared to conventional learning methods. Therefore, teachers can use Instagram as a medium of learning in the classroom so that students are interested in learning English. The effectiveness of Instagram as a learning medium in students' vocabulary mastery can be proven by the average value of 77.94 for the experimental class using Instagram media and 47.65 for the control class with the conventional learning model. This value is established by conducting a t-test Using SPSS.

So, from the average results of the two classes, it is concluded that Instagram media is very effective in being used as a learning medium, so the hypothesis H_a is accepted and H_0 is rejected. The use of Instagram as a learning medium can attract students to master English, and this is because Instagram has various exciting features that are easy to use, as well as in the era of globalization. In this global era, almost the entire population uses Instagram, starting from children, teenagers, and adults.

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