



THE EFFECTIVENESS OF USING REELS ON INSTAGRAM TOWARD STUDENTS' VOCABULARY MASTERY AT SENIOR HIGH SCHOOL

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ABSTRACT

Vocabulary is the basic component of English that must be learned by students who use English as second language. Mastering English vocabulary will help the students to improve four language skills such as listening, reading, speaking, and writing. To master vocabulary, the students can read English book, watch English movie, or listen to English songs. In this digital era, students can enrich their vocabulary through social media. One of the popular social media is Instagram through reels feature. Reels can help students to gain and to understand the vocabulary because many Indonesian content creators share their knowledge about English and explain it using bahasa Indonesia clearly. The purpose of this study was to find out the effectiveness of using reels on Instagram to enhance students' vocabulary mastery at the first-grade students of MAN 1 Madiun. The researcher was formulated the research problem as follows: "Is there any significant difference on students' vocabulary mastery before and after being taught by using reels on Instagram at the first-grade students of MAN 1 Madiun?". In this study, the researcher was using quantitative approach with pre-experimental research method. The population of this study was the first-grade students of MAN 1 Madiun. The sample of this study were 35 students which selected by using purposive sampling technique. The instrument of this study is vocabulary test consist of 20 questions for short answer and 10 questions for true-or false. The test was given twice in pre-test and post-test. After conducting the both test, the researcher analysed the data using SPSS 16.0 with the formula paired sample t-test to know the difference of mean scores of the pre-test and post-test.

Keyword: *Vocabulary, Instagram, reels*

ABSTRAK

Vocabulary merupakan komponen dasar Bahasa Inggris yang harus dipelajari oleh siswa yang menggunakan Bahasa Inggris sebagai bahasa kedua. Menguasai kosakata Bahasa Inggris akan membantu siswa untuk meningkatkan empat kemampuan yang ada dalam bahasa, seperti mendengarkan, membaca, berbicara, dan menulis. Untuk menguasai vocabulary, siswa dapat membaca buku berbahasa Inggris, menonton film berbahasa Inggris, atau mendengarkan lagu berbahasa Inggris. Di era ini, siswa dapat memperkaya vocabulary mereka melalui media sosial Instagram dengan fitur REELSnya. REELS dapat membantu siswa untuk mengali dan memahami vocabulary karena banyak konten creator Indonesia yang membagikan pengetahuan mereka tentang bahasa Inggris dan menjelaskan hal tersebut menggunakan bahasa Indonesia dengan jelas. Tujuan dari penelitian ini adalah untuk membuktikan efektifitas penggunaan REELS pada Instagram untuk meningkatkan penguasaan vocabulary siswa pada siswa kelas satu di MAN 1 Madiun. Peneliti merumuskan sebuah rumusan masalah yaitu, 'apakah ada perbedaan signifikan pada penguasaan vocabulary siswa sebelum dan sesudah diajarkan menggunakan REELS pada Instagram pada siswa kelas satu MAN 1 Madiun?'. Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif dengan metode pre-experimental. Populasi dalam penelitian ini merupakan siswa kelas satu di MAN 1 Madiun. Sampel pada penelitian ini sebanyak 35 siswa yang dipilih dengan teknik purposive sampling. Instrumen dalam penelitian adalah tes vocabulary yang berisi 20 soal isian dan 10 soal benar-atau-salah. Tes dilakukan 2 kali yaitu pretest dan post-test. Setelah melakukan kedua tes tersebut, peneliti menganalisa data menggunakan SPSS 16.0 dengan rumus paired sample t-test untuk mengetahui perbedaan skor pre-test dan post-test.

Kata Kunci: *Vocabulary, Instagram, Reels*

INTRODUCTION

Language is the system used to deliver someone's ideas, expressing wishes, emotions and to interact with other. The functions of language are to communicate with other and as the tool of communication. Some theories viewed communication as a process of dissemination, a flow of information in which a sender disseminates a message to receivers by revealing its meaning within this message. People send and receive the information each other through face-to-face or using technology. To exchange the information, people can use verbal, non-verbal or written communication using a language. In this world, there are many kinds of languages; each country has their own language to communicate one to another. Some of people can only communicate by their

language and do not understand the information from the other language. Thus, people can learn English as an international language to communicate with the foreign people. Furthermore, people can use English to make a relationship with the people from other country. In education, English is the one of subjects that need to be learned in several countries. According to Yousif argued learning English language requires gaining its wordlist, language rules, pronunciation, and the four skills of English language such as listening, speaking, reading, and writing. The students will more easily learn English if they have been gained those elements. In learning teaching activities, especially in Indonesia, the teachers should ask the students to more confident and more practice.¹

Besides, the teacher should give the innovative teaching learning process by using media, technology or games. Sudjana and Rivai stated that learning media in learning process gives advantages to make learning more attractive, material of learning more clearly, and learning methods more have variation. The variation of media will be make students more easily to understand and decrease boredom.²

The kinds of social media are viral among people. Social media cannot be separated from the human life. They can have many accounts of social media. Social media have a role become a part of human life; it may be the scope of education or entertainment.

Yohanna stated social media also plays a role in the continuity of students and students in seeking information, news, education, insights, and long distance contacts.³ People who use social media are now free to communicate and share information, any news with each other without thinking of obstacles such as cost, distance, and time.⁴ So that social media are not only to communicate with others but also to obtain the information; it may be public information or education.

One of the social media that popular among students nowadays is Instagram. Instagram is the application that serves to share photo or video and social networking service publicly or privately. In this application, many accounts post for entertaining and some of them upload for sharing knowledge and information. Many content creators post their thoughts about daily life hacks,

¹ Abubaker Sulaeiman Abdelmajid Yousif (2020). The Influence of Tas-based Language Teaching on Writing and Reading Performance of EFL Sudanese University Students in Sudan. *The Asian ESP Journal*, 22

² Nana Sudjana and Ahmad Rivai (1991) *Media Pengajaran. (Penggunaan dan Pembuatannya)*, Bandung: Sinar Baru 132.

³ Anna Yohanna, (2020). The Influence of Social Media on Social Interaction among Students. *Indonesia Journal of Social Sciences*, 34-35

⁴ Silvia Fardila Soliham (2015). Tingkat Ketergantungan Pengguna Sosial Media dan Kecemasan Sosial. *Jurnal Interaksi*, 1-10

cosmetics, viral news, their story in learning English and they also share about how to learn English. Reels is the newest feature in Instagram. This feature allows the users to share their moments in the form of photo and the users also can add the music, effect, and so on.

The Indonesian Instagram content creators who focus on education mostly talks about English aspects such as learning grammar, vocabulary, the way to increase English skills and so on. Indonesian Instagram content creators share various aspects about English such as daily vocabulary, synonym, antonym, idiom, slang or proverb then translate those aspects into *bahasa*. Furthermore, the content creators also make explanation about some

English vocabulary that has same meaning in *bahasa* but has different uses. For example, words “home” and “house” have the same meaning in *bahasa*, the meaning is *rumah*. However, in the use of word “home” refers to the atmosphere of family living in a house while the word of “house” refers to the building made for family or people to live in. The content creators explain it in a video creatively and upload it to one of Instagram features, it is reels. Through that video explanation the viewer will not be misunderstanding in using English word.

Vocabulary is one of important aspects in learning a foreign language.⁵ The limited vocabulary will make limited understanding too. It will be impossible if learning foreign language without mastering the vocabularies. In English class, vocabulary still became a trouble that must be faced by students. Students may get vocabulary from elementary school to in university but it will be difficult to memorize if they do not have motivation to learn and to master vocabulary.

Social media nowadays feel like people best friend for life. People can spend their whole time with social media. The variations of social media allow people to choose according to their need. Recently, many social media attended with its type, function, advantages/disadvantages, and benefit. Social media provide people to gain their skill, to sell their trade, to maintain their network to others, and so many functions that social media deserve to people in the world.

In the last five years, several studies have been conducted on the use of various SMPs for EFL and ESL vocabulary learning Some researchers recognized the effectiveness of SMPs in improving learner engagement and motivation further found that the use of SMPs has helped learners progress in

⁵ H. Douglas Brown, (1994). *Teaching Principles: an Interactive Approach to Language Pedagogy*. Englewood Cliffs: NJ: Prentice Hall Regents, 3.

their vocabulary learning. This evidence suggests that SMPs have the potential to be valuable tools and resources for learning.⁶

One of social media recently popular with Indonesian teenager is Instagram. Instagram provide users the ease information and students can get new vocabulary on Instagram through English caption, video about English learning, or picture about English. Instagram is interesting mobile learning media to improve students' vocabulary of four factors namely: simplicity, accessibility, feeling of happiness, and students' vocabulary achievement.⁷

Based on explanation above, using Instagram to enhance students' vocabulary mastery is effective. Considering those previous study, the researcher is interested to choose video reels Instagram to enhance vocabulary mastery because using video reels Instagram will make students easier to understand the explanation about the vocabulary and easy to memorize the vocabulary. This research will be focused on the effectiveness of using English video reels on Instagram about daily vocabulary to enhance students' vocabulary mastery. The videos will be taken from @eranitri's Instagram accounts as one of Indonesian content creators who focus on the discussion of English learning that is packaged attractively, understandable and make the viewer not bored.

METHODS

In this research, the researcher used quantitative research. The study established that quantitative research deals with quantifying and analysing variables in order to get results.⁸ This research design is used one group pre-test and post-test design. It means the researcher needed one class as a single group, who would get the pre-test, treatment and post-test. The pre-test and post-test are given to know the score before and after being taught using reels on Instagram.

The design of pre-experiment can be illustrated as follows:

Table 3.1: The Illustration of Pre-Experimental Research Design

Pre-test	Treatment	Post-test
Y ₁ (DV)	X (IV)	Y ₂ (DV)

⁶ Alharthi, M., Bown, A., & Pullen, D. (2020). The Use of Social Media Platforms to Enhance Vocabulary Development in Learning a New Language: A Review of Literature. *Arab World English Journal*, 318-331.

⁷ A, Kamal, (2018). *Learning English Vocabulary Through Instagram*. Retrieved from <http://eprints.unm.ac.id/14387/1/Journal%20LEARNING%20ENGLISH%20VOCABULARY%20THROUGH%20INSTAGRAM%20%28Article%29.pdf>

⁸ O. D Apuke, (2017). Quantitative Research Methods a Synopsis Approach. *Arabian Journal of Business and Management Review (Kuwait Chapter)*, 40-47.

- X : Videos of reels on Instagram (Independent Variable)
 Y1 : Students' vocabulary mastery before taught by using video Reels on Instagram (Dependent Variable)
 Y2 : Students' vocabulary mastery after taught by using video reels on Instagram (Dependent Variable)

From the table above, there are three processes in doing pre-experimental research design; the processes can be described as follows:

1. Conducting Pre-Test to measure students' vocabulary mastery before using video on reels. The students would be given 30 questions related to the material on reels.
2. Applying treatment by showing and giving little explanation about the material on reels.
3. Conducting Post-Test to measure students' vocabulary mastery after using video on reels. The students would be given 30 questions related to the material on reels given.

Population is a group to whom the researcher would like to generalize the result of the study. The population of this research was the whole first grade students in MAN 1 Madiun. There were six classes in first grade students of MAN 1 Madiun including three classes of science major, a class of social major and one class of religion major. The total population was 130 students.

Sample is a group in research study on which information is obtain. It means that the researcher selects the part of population. The researcher selected X MIA 1 because those classes cooperative enough and suitable to be a subject of the research. In terms of validity and reliability of the test, the researcher held try out to prove test validity and the reliability before the students got the real.

This research used quantitative data analysis. The data was numeric and would be formulated by using statistical method. After doing the pre-test and post-test, the data should analyse the normal distribution or known as normality testing. After getting the result of normality test or the data stated normal by measuring using SPSS. The data of pre-test and post-test would be analysed using Paired Sample T-test to know the significant difference before and after the treatment using videos reels on Instagram.

RESULT

This research has the purpose to know the significant difference students' vocabulary mastery before and after being taught by using reels on Instagram. The research was conducted at the first-grade students (X MIA 1) of

MAN 1 Madiun. There are 35 students as the sample of this research. The researcher administered the vocabulary test in the pre-test that conducted before being taught by using REELS on Instagram and post-test that conducted after being taught by using REELS on Instagram. In this research, the researcher used Guttman scale to assess the students' result of pre-test and post-test. The students would get the 1 score if they can answer the questions correctly and 0 score if they answer the question wrong. So, the students will get 30 points if they answer all of the questions correctly. Then the correct point would be divided by 3 and the score would be equals to 10, so the students would get 100 score.

the researcher described the data of pre-test and post-test. In order to describe the data, the researcher also presented the criteria of the score, students' score in pre-test and post-test, the frequency of students' score and the others. To know the quality of students' score, the researcher gave the criteria on vocabulary test to know the criteria of the score in pre-test and post-test. The table criteria of scores are as follows:

Table 4.1 the Criteria of Score

No	Criteria of Score	Grader	Criteria
1.	90-100	A	Excellent
2.	80-89	B	Very good
3.	70-79	C	Good
4.	50-69	D	Fair
5.	0-49	E	Poor

The criteria of scores in the table above were used to know the students' vocabulary mastery. In addition, the researcher also can establish the criteria of score in the pre-test and post-test.

1. Students' Vocabulary Score before Being Taught by Using reels on Instagram (Pre-test Score)

Pre-test was conducted before the students got the treatments. Pretest was administered on 13th June 2022. The participants of the pre-test were 35 students of first grade at MAN 1 Madiun. The researcher acquired the data of pre-test. The students' data score where as follows:

Table 4.2 Students' Scores of Pre-Test

No.	Subject	Score
1.	ARS	70
2.	ANC	56
3.	ACS	83
4.	AM	83
5.	AKN	63
6.	AN	50
7.	ANF	63
8.	ATA	70
9.	ARF	83
10.	AKNA	66
11.	DEY	70
12.	EN	86
13.	EPN	83
14.	FA	70
15.	FM	70
16.	HY	76
17.	HSZ	63
18.	IIS	70
19.	IAA	50
20.	MTA	80
21.	MZ	66
22.	MSSK	73
23.	NKPA	50
24.	NAR	70
25.	NAR	53
26.	NL	60
27.	PST	73

28.	RAS	90
29.	RS	63
30.	STZ	66
31.	SNNP	93
32.	TMF	76
33.	ZAI	60
34.	ZHW	90
35.	ZAAR	76

To know the descriptive statistic of the pre-test score, the researcher analysed the data using SPSS 16.0 and the result can be seen in the table below:

Table 4.3 the Descriptive Statistic of Pre-Test Scores

Statistics

Score Pre-test

N	Valid	35
	Missing	0
	Mean	70.40
	Median	70.00
	Mode	70
	Std. Deviation	11.645
	Range	43
	Minimum	50
	Maximum	93
	Sum	2464

From the table above, it showed that that the subject or participants of the data were 35 students. The mean score of the data in the pre-test was 70.40; the median or the halfway of the data set was 70.00; the value that occurred frequently in data set or the mode was 70. The standard deviation of the data was 11.645. The range of the data was 43, it is the result of subtracting the minimum score of the data that was 50 from 93 which was the maximum score of the data. Then the sum or the total score of the pre-test data was 2464.

Then, the frequency distribution of students' score in pre-test was showed on the table below:

Table 4.4 Frequency Distribution of Pre-test

Score Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	8.6	8.6	8.6
53	1	2.9	2.9	11.4
56	1	2.9	2.9	14.3
60	2	5.7	5.7	20.0
63	4	11.4	11.4	31.4
66	3	8.6	8.6	40.0
70	7	20.0	20.0	60.0
73	2	5.7	5.7	65.7
76	3	8.6	8.6	74.3
80	1	2.9	2.9	77.1
83	4	11.4	11.4	88.6
86	1	2.9	2.9	91.4
90	2	5.7	5.7	97.1

93	1	2.9	2.9	100.0
Total	35	100.0	100.0	

From the table above, based on the criteria of score it can be seen:

- a. There were 14 students who got score in a scale 50-69, it means that the students' vocabulary mastery was fair; they must enrich their vocabulary more.
 - b. There were 12 students who got score in a scale 70-79, it means that the students' vocabulary mastery was good; they need to enrich their vocabulary.
 - c. There were 6 students who got score in a scale 80-89, it means that the students' vocabulary mastery was very good; they also need to maintain and enrich their vocabulary.
 - d. There were 3 students who got score in a scale 90-100, it means that the students' vocabulary mastery was excellent; they need to enrich and maintain their vocabulary too.
2. Students' Vocabulary Score after being Taught by Using REELS on Instagram (Post-test score)

Post-test was conducted after the students got the treatments. Posttest was administered on 17th June 2022. The participants of the post-test were 35 students of first grade at MAN 1 Madiun. The researcher acquired the data of post-test. The data of post-test can be measured the students' vocabulary mastery after given the treatment. The students' data score were as follows:

Table 4.5 Students' Score of Post-test

No.	Subject	Score
1.	ARS	80
2.	ANC	60
3.	ACS	96
4.	AM	93
5.	AKN	83
6.	AN	63

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7.	ANF	80
8.	ATA	83
9.	ARF	90
10.	AKNA	73
11.	DEY	80
12.	EN	90
13.	EPN	90
14.	FA	90
15.	FM	80
16.	HY	93
17.	HSZ	93
18.	IIS	80
19.	IAA	63
20.	MTA	96
21.	MZ	90
22.	MSSK	80
23.	NKPA	73
24.	NAR	76
25.	NAR	80
26.	NL	76
27.	PST	83
28.	RAS	96
29.	RS	76
30.	STZ	70
31.	SNNP	96
32.	TMF	80
33.	ZAI	80
34.	ZHW	93
35.	ZAAR	80

After knowing the score of post-test, the researcher analysed the descriptive statistic of the data using SPSS 16.0. The result of descriptive statistic of the post-test can be seen in the table below:

Table 4.6 the Descriptive Statistic of Post-Test Scores

Statistics

POST-TEST	
N	35
Valid	
Missing	0
Mean	82.43
Median	80.00
Mode	80
Std. Deviation	9.769
Range	36
Minimum	60
Maximum	96
Sum	2885

From the table above, it showed that that the subject or participants of the data were 35 students. The mean score of the data in the post-test was 82.43; the median of the data set was 80.00; the value that occurred frequently in data set or the mode was 80. The standard deviation of the data was 9.769. The range of the data was 36; it is the result of subtracting the minimum score of the data that was 60 from 96 which was the maximum score of the data. Then the sum or the total score of the post-test data was 2885.

However, the frequency distribution of students' score in post-test was showed on the table below:

Table 4.7 Frequency Distribution of Pre-test
POST-TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	2.9	2.9	2.9
63	2	5.7	5.7	8.6
70	1	2.9	2.9	11.4
73	2	5.7	5.7	17.1
76	3	8.6	8.6	25.7
80	10	28.6	28.6	54.3
83	3	8.6	8.6	62.9
90	5	14.3	14.3	77.1
93	4	11.4	11.4	88.6
96	4	11.4	11.4	100.0
Total	35	100.0	100.0	

The table 4.7 showed the frequency distribution and the percentages of the post-test's frequency. It can be interpreted by using criteria of score post-test on the table 4.1 as follows:

- a. There were 3 students who got score in a scale 50-69, it means that the students' vocabulary mastery after being taught by using REELS on Instagram was fair; they need to enrich their vocabulary.
- b. There were 6 students who got score in a scale 70-79, it means that the students' vocabulary mastery after being taught by using REELS

on Instagram was good; they need to enrich and maintain their vocabulary.

- c. There were 13 students who got score in a scale 80-89, it means that the students' vocabulary mastery after being taught by using REELS on Instagram was very good; they need to enrich and maintain their vocabulary.
- d. There were 14 students who got score in a scale 90-100, it means that the students' vocabulary mastery after being taught by using REELS on Instagram was excellent; they need to enrich and maintain their vocabulary too.

A. Data Analysis

The data analysis presents the result of normality testing, and the result of homogeneity testing.

1. The Result of Normality Testing

In the normality testing, the researcher determined the normal distribution of the data. The normality testing has two rules are if the significance value > 0.05 means the data distribute normally, and if the significance value < 0.05 means the data does not distribute normally.

The normality testing of the data was calculated using *One-Sample Kolmogrov-Sminorv test* formula in SPSS 16.0. The result of normality testing was on the table below:

Table 4.8 the Result of Normality Testing

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.114	35	.200*	.968	35	.385
POST-TEST	.152	35	.039	.928	35	.024

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, the output of One-Sample Kolmogrov-Sminorv Test was known the significance value of the pretest is 0.200, it means that the data of pre-test has normal distribution. Meanwhile, the

significance value of the post-test is 0.039; it means that the data of post-test has normal distribution. As a result, both of the data (pre-test and post-test score) has normal distribution.

2. Homogeneity Testing

Homogeneity testing is used to know the variance both data is homogeneous or not. The homogeneity is refers to Levene statistic test. The result of homogeneity of the pre-test and the post-test of this research can be seen in the table below:

Table 4.9 Homogeneity Test Results
Test of Homogeneity of Variances
 Pre-test and Post-test Score

Levene Statistic	df1	df2	Sig.
.742		168	.392

Based on the table output above, the significance value of both data was 0.392. It means that the significant value was more than 0.05. So, it can be concluded that the homogeneity testing of the-both data in this research had homogeneous variance.

B. Hypothesis Testing

After conducting the pre-test and post-test and knowing that the distribution of the data is normal and the variance the data is homogeneous, the researcher analysed the significance different score and to prove the hypothesis that has been formulated before. The hypothesis of this study as follows:

1. If sig. < 0.05 (the sig. value lower than the level significance), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant difference score of students' vocabulary mastery before and after being taught by using REELS on Instagram at the first-grade students of MAN 1 Madiun.
2. If sig. > 0.05 (the sig. value higher than the level significance), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant difference score of students'

vocabulary mastery before and after being taught by using REELS on Instagram at the first-grade students of MAN 1 Madiun.

To determine the result of significant value is lower than the significance level (0.05) and the use of REELS on Instagram is effective to enhance students' vocabulary mastery. The researcher used Paired sample Ttest by using SPSS 16.0 to analyse the data. The result of the T-test can be seen on the table output below:

Table 4.10 the Result of Paired Sample Statistic

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE-TEST	70.40	35	11.645	1.968
POST-TEST	82.43	35	9.769	1.651

Based on the output data above, the mean of the pre-test is 70.40 and the mean of the post-test is 82.43. It means that the mean of the post-test is higher than the mean of pre-test so the students' vocabulary mastery is better after got treatments. The symbol N is known as the number of the subject on this study, there are 35 students. The standard deviation of the pre-test showed 11.645 and the standard deviation of the post-test is 9.769. Lastly, the score of standard error mean in the pre-test is 1.968 and in the post-test is 1.651.

Table 4.11 Paired Sample Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	35	.787	.000

Based on the table above, it can be shown that the correlation value between pre-test and post-test scores is 0.787. Then, the significant difference score of the pre-test and post-test is 0.000, it means that if the Sign > 0.05, the null hypothesis (H₀) is accepted and if the sign < 0.05, the null hypothesis is rejected. Based on the output table above, the sign showed

0.000 is lower than 0.05, so the H_0 is rejected and the H_a is accepted. It can be concluded that there were any significant difference of students' score in pre-test and post-test.

Table 4.12 Paired Sample T-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE-TEST - POST-TEST	12.029	7.217	1.220	-14.508	-9.549	9.860	34	.000

The result of paired sample t-test above showed that the significant value (sig. 2 tailed) of the pre-test and post-test scores is 0.000 lower than 0.05 ($0.000 < 0.05$). As a result, the null hypothesis (H_0) of this study is rejected and the alternative hypothesis (H_a) is accepted. It means the REELS on Instagram is effective for students' vocabulary mastery and there is significant difference score of the students' vocabulary mastery before and after being taught using REELS on Instagram at the first grade students of MAN 1 Madiun.

DISCUSSION

This research was conducted by using one group pre-test and post-test. The aim of this research was to know the significant difference students' vocabulary mastery before and after of using REELS on Instagram as the treatment.

The sequence of this study to collect the data is the researcher created the research instrument in the form of test, the test was given twice on the pretest and post-test. Then to know the validity of the test, the researcher made the blueprint of the test question to make specification of the test. The test instrument also being tried out to the first-grade students at MAN 1 Madiun on the different class of the sample to know the reliability testing by using SPSS 16.0. After knowing the result of reliability test, the researcher conducted the pre-test, gave

the treatment using REELS on Instagram in three times and conducted the post-test at the sample of this study, it was X MIA 1 class that consists of 35 students. To know the result of the data pre-test and post-test, the researcher analysed the data by using Paired Sample T-test in SPSS 16.0.

The output of Paired Sample T-test appeared the mean of the pre-test was 70.40 and the mean of the post-test was 82.43. It can be known that the students' vocabulary mastery improved after getting the treatment by using REELS on Instagram.

Then the significant value (sig. 2 tailed) of this data was 0.000 which is lower than 0.05 the significance level of the data. The result of hypothesis of this study, on the explanation above showed that the null hypothesis (H_0) is reject and the alternative hypothesis (H_a) is accepted. In contrast, there is a significant difference on the students' vocabulary mastery before and after being taught by using REELS on Instagram at the first-grade students of MAN 1 Madiun.

As the result, the finding of this research stated that the REELS on Instagram can be the effective media to enhance students' vocabulary mastery. The REELS is popular on the students so the students can learn vocabulary anytime, anywhere, and enjoyment on the teaching learning process.

Besides, this study has the strength from the previous study that stated that using Instagram application is effective to improve students' English skills and English components. Ramdhany⁹ stated on the study that the students' interest in learning vocabulary through Instagram was categorized as high interest. The sample of Siti Ramdhany's study was 85 students and collecting the data by distributing questionnaires.

Aprilianti conducted the study that focused on using Instagram application as the mobile learning to improve students' vocabulary mastery.¹⁰ This study was used descriptive qualitative research by interviewing four students in the first semester of English Education Department Universitas Muhammadiyah Surakarta. The result of this study was effective to improve students' vocabulary mastery because this application is enjoyable, the students can learn anywhere and anytime, the application has accessible connection and affordable prices.

⁹ Siti Ramdhany, 2017, The Students' Interes In Learning Vocabulary Through Instagram At Fourth Semester Of English And Literature Department Of Uin Alauddin Makassar, *Thesis*

¹⁰Diana Riza Aprilianti (2020). The Use of Instagram as Mobile Learning to Improve Students Vocabulary. *Publication Article*, 2.

The study that declared the effectiveness of Instagram was conducted by Soviyah and Diana.¹¹ They stated Instagram is effective to improve students' writing skills in descriptive text. This study is used experimental research design with the sample 50 students. The result data of this study was calculated by using SPSS 24. The t value of the test was 2.24 and the t value of the table was 2.0. Because the t value is higher than the t table so there is a significance difference between taught using Instagram and those taught without using Instagram.

Based on the result of the previous study above, it can be concluded that Instagram can be effective learning media to improve English skills and English component. Evidently, in this study was proved that Instagram especially using REELS feature can increase students' vocabulary mastery.

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¹¹ Soviyah dan Diana Ragayu Ekaningtiyas, Instragam Use to Enhance Ability in Writing Descriptive Texts, *Indonesian EFL Journal* Vol. 4 No. 2 Bulan Juli Tahun 2018

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