



## TEACHING ENGLISH COMPOUND WORDS USING MATERIALS POSTED THROUGH @KAMPUNGGRISLC INSTAGRAM ACCOUNT ON STUDENTS' ENGLISH VOCABULARY LEARNING AT 11<sup>th</sup> GRADE MP STUDENTS of SMKN 1 MATARAM in Academic Year 2022/2023

Erna Yati<sup>1\*</sup>, Baharuddin<sup>2</sup>, Kurniawan Apgrianto<sup>3</sup>

<sup>1 2 3</sup> English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: iernawati27@gmail.com

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**Abstract:** This research aims to find out the effectiveness the use of materials on compound words posted through @Kampunginggrislc Instagram account on students' English vocabulary learning of 11<sup>th</sup> grade students at SMK Negeri 1 Mataram. This research was experimental research with two group pre- test post- test design. The population in this study was all 11<sup>th</sup> grade students at SMK Negeri 1 Mataram. Sampling technique used in this study was purposive sampling technique with control group consisted 32 and experimental class consisted 34 students. The data were analysed using Wilcoxon test. Data collection was divided into two steps i.e. pre-test and post-test. The results obtained from the data analysis showed the mean score of the pre-test control class was 52.5 and after the treatment, the mean score of the post-test increased to 67.125. Meanwhile pre-test experimental class was 32.71 and after the treatment, the mean score of the post-test increased to 76.76. The significance value obtained from data analysis was lower than the alpha value i.e. 0.05. The results suggest that the use of the materials on compound words posted through @Kampunginggrislc Instagram account has a significant effect on students' English vocabulary learning.

**Keywords:** Vocabulary, Instagram, Compound Words

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### INTRODUCTION

Language is very important in the life of society, especially to interact with each other. In addition to the language as a means of interaction, it also serves to get information and as a tool to develop science. Human language can convey wishes, expressing ideas and emotions to others by using word or vocabulary.

According to Brown (1994), vocabulary is one of important aspect in learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted for English language learners. The learners cannot communicate to others clearly, because of the limited vocabulary.

Students who have a lot of vocabulary will be successful in using the language and will be able to express themselves: speaking, writing, receptive skills, reading, and listening are all skills that a poor vocabulary person will struggle with (Thornbury, 2002). Anyone can learn vocabulary at any time, from elementary school through university or even throughout their entire lives. A person with a lot of vocabulary will benefit from improved spoken and written communication more than someone with little vocabulary.

Instagram is a social networking, online mobile photo and video sharing, and photo- and video-taking app that lets users share photos and videos privately or publicly. Students

can also learn by updating their status, reading a timeline, posting videos and photos, and searching for them. In this instance, a particular vocabulary is more widely understood. Therefore, they will learn unconsciously through their own routine. Learning can happen either consciously or unconsciously.

There have been a few studies on Instagram issues. Monica and Anna (2012) directed about the effect of web-based entertainment on jargon learning contextual analysis Facebook in college of Oradea. This study examined the impact of Facebook-based social media on the vocabulary learning of economics students in the intermediate first year at the University of Oradea. The purpose of this study is to determine whether or not using Facebook to learn vocabulary is effective. This thesis makes use of quantitative research, and 127 students took part in the study. It demonstrated how Facebook significantly improved vocabulary knowledge.

Rhamdany (2017) conducted the study about students' interest in learning vocabulary through Instagram at the fifth semester of English Department of UIN Alauddin Makassar. This research discussed the way of students' interest in learning vocabulary through Instagram. It used a descriptive quantitative method with 85 participants. He concludes that the students' interest was in 5 high level because the participant was engaged, care and had a positive feeling in learning vocabulary through Instagram. Teachers and students are two distinct components that collaborate to support students learn and achieve their learning objectives (Nurtaat, 2022)

Based on my experience teaching in SMKN 1 Mataram, the students lacked enthusiasm for the learning process. Some students asserted that they lack the confidence to speak up and that they cannot speak due to a lack of vocabulary. "Because I don't have a lot of vocabulary, then I also don't feel confident," Sarah Nasution, one of the first-grade students at manajemen perkantoran, stated. This suggests that her lack of confidence and vocabulary are to blame for her difficulty mastering speaking. Amrullah (2019) stated that low vocabularies acquisition have no writing correctly. The vocabulary they use are very common vocabulary yet they still use is not in the proper mean the vocabulary. Lail, H. (2018) stated that the problem of unknown vocabulary is one of the most significant problems for learners. Motivation is an important aspect of success in the majority of study fields. Without motivation, it's quite likely that we will not engage in certain activities or exert the necessary effort to finish a task or reach a particular objective (Thohir, 2017).

## **RESEARCH METHODS**

This study is an experimental study, the design of which is divided into two groups, experimental and control groups. Based on Yusra (2009), there are three ways of experimenter research design involved: repeated measure, between groups, and split-plot design. Repeated measure is the experiment uses various measurement of the same group. Between groups is the experiment uses two groups and statistically contrasts both of them in differentiation and split-plot design is the experiment which uses variety of measurements of two or more groups. Thus, this study used in an inter-group research design. This study used two classes as samples that were one class as experimental group (X) and another class as control group (Y). This study used a quantitative approach, the data of which is taken from the score of vocabulary tests, which is given to the students before and after the treatments.

After collecting the data through pre- test and post- test, the next step is to process and analyze the data. In analyzing the data, this study used the scores from the pre-test and post-test and analyzed statistically. Wilcoxon test was used to see the significance of the pre-test and post-test. The data analyzed using SPSS 26 Version.

## FINDINGS AND DISCUSSION

This research was conducted to find out the effect of using materials on compound words posted through @Kampunggrislc Instagram account on students' English vocabulary learning at SMK Negeri 1 Mataram. It was conducted in XI Akuntansi and XI Manajemen Perkantoran of SMK Negeri 1 Mataram with a total sample of 66 Students. The meeting was held five times including pre- test, treatment, and post- test. The first meeting was held on 17 July 2023 and the last meeting on 18 August 2023.

In collecting the data, this study divided the data collection process into three steps. Those were pre- test in the first meeting, followed by giving treatment by applying @Kampunggrislc Instagram account during the second to fourth meeting, and post- test in the last meeting.

Table 1. Descriptive Statistics for Control Group

	Pre-test Control Group	Post-test Control Group
N Valid	32	32
Missing	0	0
Mean	52.5	67.125
Std. Deviation	16.216	15.129
Minimum	20	28
Maximum	76	96
Sum of Score	1680	2148

Table 1 shows the descriptive statistics for the pre-test and post-test control group, indicated the effect of the treatment on samples performance. The mean pre-test control group score is 52.5. This mean represents on average, samples had a pre-test score of approximately 52.5 before the treatment. The standard deviation of the pre-test control group is about 16.22. Standard deviation is a measure of data dispersion, indicating how much the pre-test control group scores vary from the mean. In this case, the relatively large standard deviation suggests significant variation among samples pre-test scores. The minimum pre-test control group score is 20, representing the lowest score with in this sample. This indicates that the sample with the lowest pre-test score had a score of 20. The maximum pre-test control group score is 76, which is the highest score in this samples, this indicates that the sample with the highest pre-test score achieved a score of 76 and the total pre-test control score is 1680, reflecting the cumulative sum of all samples pre-test scores in this group.

Table 1 also shows the mean post-test control group score is 67.13. This mean signifies a significant increase from the mean of the pre-test control group scores to the mean of the post-test control group scores. This suggests that treatment had a positive impact on samples test outcomes. The standard deviation of the post-test control group is approximately 15.13. A lower standard deviation compared to the pre-test control group indicates that the post test results have a more controlled level of variation. The minimum post-test control group score is 28, which is the lowest score within this sample after the treatment. This demonstrates that even samples with the lowest post test scores experienced an improvement from their pre-test scores. The maximum post-test control group score is 96, representing the highest score in this sample after the treatment. The total post-test control group score is 2148, reflecting the cumulative sum of all samples post test scores in this group after the treatment.

Table 2. Descriptive Statistics for Experimental Group

		Pre-test Experimental Group	Post-test Experimental Group
N	Valid	34	34
	Missing	0	0
Mean		32.71	76.82
Std. Deviation		17.71	13.09
Minimum		8	52
Maximum		80	100
Sum of Score		1112	2612

Source: Data Processing Results

Table 2 shows the mean pre-test score for the experimental group is 32.71. This suggesting that on average, samples had a pre-test score of approximately 32.71 before the treatment. The standard deviation for the pre-test experimental group is 17.71. Standard deviation is a measure of data dispersion, and in this case, the relatively large standard deviation suggests significant variation among samples pre-test scores. The minimum pre-test score for the experimental group is 8.00, which is the lowest score within this sample. The maximum pre-test score for the experimental group is 80.00, which is the highest score in this sample. This indicates that the sample with the highest pre-test score achieved a score of 80.00. The total pre-test score for the experimental group is 1112.00, reflecting the cumulative sum of all samples pre-test scores in this group before the treatment.

The mean post-test score for the experimental is 76.82. This suggests a significant increase from the mean of the pre-test experimental group scores to the mean of the post-test experimental group scores. This is a positive indication that the treatment had a positive impact on samples performance. The standard deviation for the post test experimental group is 13.09. A lower standard deviation compared to the pre-test experimental group indicates that the post test results have more controlled variation. The minimum post-test score for the experimental group is 52.00, which is the lowest score within this sample after the treatment. This indicates that even samples with the lowest post test scores experienced a significant improvement from their pre-test scores. The maximum post test score for the experiment is 100.00, which is the highest score in this sample after the treatment. The total post test score for the experimental group is 2612.00, reflecting the cumulative sum of all samples post test scores in this group after the treatment.

### Data Normality Test

In this study, data on pre-test and post-test scores were obtained from two groups: the experimental group and the control group, as shown in Table 1 and 2 Before conducting any analysis, it is essential to test whether the data follows a normal distribution or is non-normally distributed. In this study, the Shapiro-Wilk test was used for this purpose.

Table 3. Normality Test

	Shapiro Wilk		
	Statistic	Df	Sig.
Pre-test_control	.931	32	.041
Post-test_control	.965	32	.374
Pre-test_eksperiment	.922	32	.024
Post-test_eksperiement	.943	32	.088

Table 3 indicates that the Shapiro-Wilk statistic for the pre-test scores of the control group is 0.931 with 32 degrees of freedom, and the Sig. value is 0.041. The results of the normality test for the pre-test scores of the control group show that the significance value (0.041) is smaller than alpha (0.05). Therefore, the pre-test data for the control group is not normally distributed.

Table 3 indicates that the Shapiro-Wilk statistic for the post-test scores of the control group is 0.965 with 32 degrees of freedom, and the Sig. value is 0.374. The results of the normality test for the post-test scores of the control group show that the significance value (0.374) is greater than alpha (0.05). Therefore, the post-test data for the control group follows a normal distribution.

Table 3 indicates that the Shapiro-Wilk statistic for the pre-test scores of the experimental group is 0.922 with 32 degrees of freedom, and the Sig. value is 0.024. The results of the normality test for the pre-test scores of the experimental group show that the significance value (0.024) is smaller than alpha (0.05). Therefore, the pre-test data for the experimental group is not normally distributed.

Table 3 indicates that Shapiro-Wilk statistic for the post-test scores of the experimental group is 0.943 with 32 degrees of freedom, and the Sig. value is 0.088. The results of the normality test for the post-test scores of the experimental group show that the significance value (0.088) is greater than alpha (0.05). Therefore, the post-test data for the experimental group follows a normal distribution.

### Wilcoxon Test

The Wilcoxon method, also known as the Wilcoxon Signed-Rank Test or Sign Test, is a non-parametric statistical method used when data does not meet the assumption of a normal distribution. Therefore, this method is suitable for non-normally distributed data. The Wilcoxon method is typically employed to compare two related samples.

In this study, a Wilcoxon test was used to compare and determine whether the treatment applied to the control group, which received instructional material from the school textbook, is superior to the treatment applied to the experimental group, which received instructional material from @kampunggrisl Instagram account, or vice versa, in terms of vocabulary learning for students at SMKN 1 Mataram. This analysis aims to assess the effectiveness of the two different treatments in enhancing vocabulary learning.

Table 4. Wilcoxon Test

		N	Mean Rank	Sum of Ranks
Posttest_control – Pretest_control	Negative Ranks	0	.00	.00
	Positive Ranks	32	16.50	528.00
	Ties	0		
	Total	32		
Posttest_experimental – Pretest_experimental	Negative Ranks	0	.00	.00
	Positive Ranks	34	17.50	595.00
	Ties	0		
	Total	34		

Source: Data Processing Results

Based on the calculation method within the Wilcoxon Signed Rank Test formula, the values obtained include the mean rank and sum of ranks for negative ranks, positive ranks, and ties. Negative ranks refer to samples where the second group (post-test) scores lower than the first group (pre-test). Positive ranks are samples where the second group (post-test) scores higher than the first group (pre-test). Ties occur when the second group (post-test) scores are

equal to the first group (pre-test). The symbol N represents the count, Mean Rank is the average rank, and sum of ranks is the total rank sum.

Table 4 provides information about the differences between the post-test and pre-test scores in both groups. In this case, in the control group, which received treatment through the use of school textbooks, there was an average increase of 16.5 points, with a total increase of 528.00 points. Meanwhile, in the experimental group, which received treatment through instructional material obtained from @kampuninggrislc Instagram account, there was an average increase of 17.5 points, with a total increase of 595.00 points.

Table 5. Wilcoxon Signed Rank Test Output

	Post-test_Control – Pre-test_Control	Post-test_eksperiment – Pre-test_eksperiment
Z	-4.952	-5.096
Asymp. Sig. (2-tailed)	.000	.000

Source: Data Processing Results

Based on the results of the Wilcoxon Signed Rank Test calculations, the obtained Z-score is -4.952 for the control group and -5.096 for the experimental group, with a p-value (Asymp. Sig 2-tailed) of 0.000 for both groups. This p-value is less than the critical research threshold of 0.05. Therefore, the decision regarding the hypothesis is to accept the alternative hypothesis (Ha), which means there is a significant difference in the use of the @kampuninggrislc Instagram account on students' achievement in learning English vocabulary. The analysis suggests that the use of the @kampuninggrislc Instagram account has a significant effect on students' achievement in learning English vocabulary compared to other instructional methods.

## Discussion

Based on Table 1 and its correlation with table 2, it can be observed that initially, the experimental group in this study, was not as strong as the control group. This difference is evident in the pre-test scores of both groups, where the control group had an average score of 52.5 compared to the experimental group, which had an average score of only 32.71.

Based on Table 1 it can be observed that in the control group, there are 16 sample scored below the average (52.5), while in the experimental group, there are 21 samples who scored below the average (32.71). This demonstrates how low the pre-test vocabulary scores were in the experimental group, with 21 students scoring below the average of 32.71. This also reflects the students' competencies before receiving treatment in their respective groups.

However, after administering treatment to both groups, which involved providing material aligned with the textbook for the control group and material related to vocabulary from @kampuninggrislc Instagram account for the experimental group, and conducting a post-test to assess the outcomes of both treatments, the research results indicate that both groups experienced an improvement in scores in the post-test compared to their pre-test scores.

The greater improvement in the experimental group is also demonstrated by the Wilcoxon test in Table 4, which shows an increase of 528 points in the control group's scores between the post-test and pre-test. In contrast, the experimental group experienced a larger increase of 595 points between the post-test and pre-test. Additionally, Table 4 shows that sample in the experimental group, who received treatment by using materials with @kampuninggrislc Instagram account, had an average score improvement of 17.5 points. Meanwhile, in the control group, which received treatment with material from the textbook, the average score improvement was 16.5 points.

Based table 5, there is a decision the hypothesis is to accept the alternative hypothesis (Ha), which means there have a significant difference in the use of the @kampuninggrislc Instagram account on students' achievement in learning English vocabulary. The analysis suggests that the use of materials on compound word posted through @kampuninggrislc Instagram account has a significant effect on students' English vocabulary learning.

This indicates that providing material based on @kampuninggrislc Instagram account posts is more effective than material delivered through textbooks. Several factors may contribute to this, such as the fact that the material provided to the experimental group based on @kampuninggrislc Instagram account posts is more in line with current trends, making it more relevant to the vocabulary being taught. The use of material from textbooks may be too rigid and less engaging for students. This aligns with a study conducted by Monica & Ana (2012), which explored the impact of Facebook-based social media on the vocabulary learning of economics students in the intermediate first year at the University of Oradea and found that learning through social media was effective.

## CONCLUSION

Through the explanation of the research finding in chapter four, the conclusion that can be drawn is that the use of materials on compound word posted through @kampuninggrislc Instagram account has a significant effect on students' English vocabulary learning at SMK Negeri 1 Mataram. From the research finding, it may be said that the alternative hypothesis (Ha) states that “the used materials compound words posted through @Kampunginggrislc Instagram account have significant effect on students’ English vocabulary learning” is accepted. The results of the Wilcoxon Signed Rank Test calculations, the obtained Z-score is -4.952 for the control group and -5.096 for the experimental group, with a p-value (Asymp. Sig 2-tailed) of 0.000 for both groups. This p- value is less than the critical research threshold of 0.05. The analysis suggests that the used materials compound words posted through @Kampunginggrislc Instagram account have significant effect on students’ English vocabulary learning.

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