

**THE EFFECTIVENESS OF JAGO BAHASA'S VIDEO ON INSTAGRAM  
TOWARDS STUDENTS' VOCABULARY ACQUISITION  
AT THE SECOND GRADE STUDENTS OF MAN 1 JEMBER**

**THESIS**

Submitted to the State Islamic University of Kiai Haji Achmad Shiddiq Jember  
In partial fulfillment of requirement to obtain  
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study Program of English Education



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**JUNE 2023**

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Thesis Examination  
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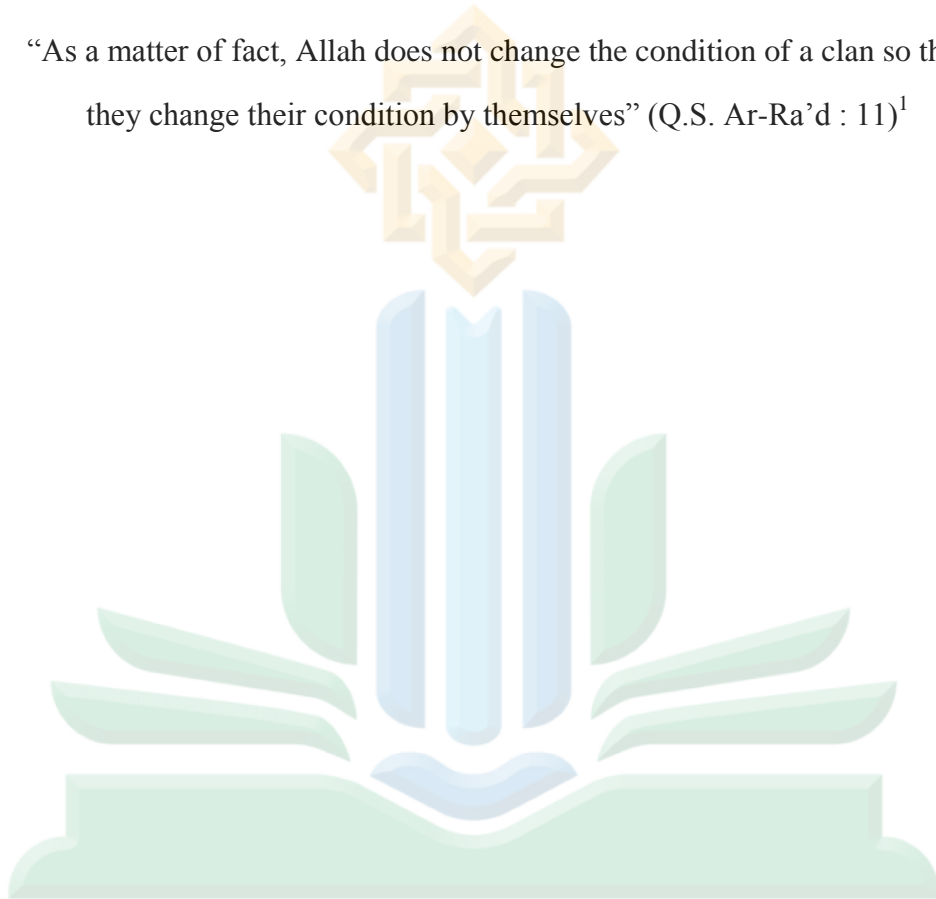


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## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“As a matter of fact, Allah does not change the condition of a clan so that they change their condition by themselves” (Q.S. Ar-Ra’d : 11)<sup>1</sup>



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<sup>1</sup>Department Agama Indonesia, “ALQURANULKARIM Special For Woman”.Badung: PT Sygma Examedia Arkanlema (2009), 304.

## DEDICATION

The researcher proudly dedicates her sincere gratitude for several people who supported the researcher in finishing this undergraduate thesis. In this occasion, the researcher presents great honor to:

1. The most special people, her beloved parents, H. Yusuf Zainal Qubro, S.E. And Hj. Mahmudah who always give her everlasting love, support, motivation, blessing and praying all best things for her.
2. My beloved sisters Azmi Fauziah Hanim and Dzikrina Nabila Ramadhani who never stop supporting her.
3. My lovely husband, Zidqi Mudhar, who is always patient and never stops supporting her in finishing this research.

She would like to say thank you for all the affection she's received. This undergraduate thesis would never be completed without you.

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Alhamdulillah rabbil alamin, my praise and gratitude to Allah Subhanahu wa ta' ala for His blessing, and mercy to complete this undergraduate thesis, entitled "The Effectiveness of Using Jago Bahasa Video on Instagram towards Students' Vocabulary Acquisition at The Second Grade Students of MAN I Jember" is submitted as the final requirement in accomplishing undergraduate degree at English Education Department, State Islamic University of Kiai Haji Achmad Siddiq Jember.

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7. Wahyu Kirana Dewi, S.Pd., as the English teacher of the second grade students at MAN I Jember who has helped the researcher in conducting this research, and all students of class MANPK 2 at MAN I Jember for agreeing to be the subject of research.
8. Beloved friends and classmates, who have become proof readers of this thesis.

Finally, the researcher realized this thesis still has some weaknesses and mistakes. Hopefully, this thesis will give a positive contribution and will be beneficial not only for the writer but also for the readers and the following researchers who need this as a reference.

UNIVERSITAS ISLAM NEGERI  
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## ABSTRACT

**Ismi Fauziah Hanum, 2023:***The Effectiveness of Jago Bahasa's Video on Instagram towards Students' Vocabulary Acquisition at The Second Grade Students of MAN 1 Jember.*

Key Word: jago bahasa's video, vocabulary acquisition

Vocabulary is one of the English components that has to be learned by students as it can help theirin obtaining English skills easier and to assist in establishing English communication. Without sufficient vocabulary, students will find it challenging to comprehend what they hear, read, and listen tow hat others say in a foreign language, as well as to communicate effectively. However, not all students are able to learn vocabulary easily. Espically, in the second grade students of MANPK2 of MAN 1 Jember had some difficulties in acquiring vocabulary. The students could only acquire a part of the vocabulary that the teacher had delivered. Moreover, during the next meeting, students couldn't mention the whole vocabularies that had been delivered in their last meeting. Besides that, they had to read their book before mentioning a part of the vocabulary. Therefore, to help students acquires vocabulary, the teacher should have been able to make students interested in the teaching and learning process. From The researcher found that one of the many medium in teaching vocabulary is through learning video as it can help students learn attractively. In this research, the video used by the researcher came from an Instagram account that shares about vocabulary learning; the account is called Jago Bahasa.

This research employed a quantitative method. So the research problem was whether the second grade students in MAN I Jember taught using Jago Bahasa's video on Instagram achieved better scores than those taught without it. The research alternative hypothesis was the students' who were taught using Jago Bahasa's video on Instagram achieve better score than those who were taught without it. While, the null hypothesis was the students' who were taught using Jago Bahasa's video on Instagram didn't achieve better score than those who were taught without it. It was conducted by using Quasi-Experimental research espically non-equivalent control group design. The population in this research were the 26students from the second grade of MANPK 2. The population was guided into two groups: experimental group and control group. The data collected for this research was from the post-test scores and it was analyzed using the Independent sample T-test with IBM SPSS 26.0 version to calculate the data.

Based on the hypothesis testing, the calculated post-test scores showed the Sig.  $0.000 < 0.05$ , which was interpreted that  $H_0$  was accepted and  $H_a$  was rejected. Therefore, it can be concluded that the students who were taught using Jago Bahasa's video on Instagram aachieved better score than those who were taught without it



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# CHAPTER I

## INTRODUCTION

### A. Research Background

People in the world are living with communication. In a community, people involve a language to understand one another. Language is a human skill for connecting or transmitting human understanding, ideas, emotion, and desire via freely created symbols.<sup>2</sup> People involve language acquisition when people want to convey their ideas, emotion, and desire. Therefore, language is an essential aspect to acquire, as explained in the Al-Qur'an Surah Ibrahim verse 4:

مَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۗ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Meaning: "We did not share a messenger, but in the language of his people, therefore he could describe clearly to them. So Allah misleads whom He wills, and guides whom He wills Wise".<sup>3</sup>

Based on the verse above, learning a foreign language was essential to build sociocultural, economic, and brotherhood. In terms of the most used language in the world, English dominates or becomes the official language of more than 60 countries in this era of globalization.<sup>4</sup> Hence, English is the foreign language that Indonesian people should learn. English is an

<sup>2</sup>Sapir, *An introduction to the study of speech*: (New York: Harcourt, Brace & World, 1921), 8.

<sup>3</sup>Department Agama Indonesia, "*ALQURANULKARIM Special For Woman*": Badung: PT Sygma Examedia Arkanlema (2009), 255.

<sup>4</sup>David Crystal, *The Cambridge Encyclopedia of the English Language*: (Holyhead: Cambridge University Press, 1994), 106.

international language in the world as suggested in the Indonesian government regulation no 31 years 2013 “English is a Foreign language that is considered as International language in the world which has an important role in education and global relation”<sup>5</sup>. This is because English can be found in many aspects, such as education, daily life, technology, food, science, business, and academic information in many countries.

Even though English is found almost everywhere, Indonesia only uses it as a foreign language in which it's used in the formal setting. Therefore, our government encourages the use of English as the language of instruction in the world of education.<sup>6</sup> In the aspect of education in Indonesia, English is introduced as the compulsory subject to be taught from the seven grade of Junior High School students up to the twelve grade of Senior High school students. English also becomes the only foreign language and includes ANBK (*Assessment Nasional Berbasis Komputer*) in Junior High Schools and Senior High Schools in Indonesia.<sup>7</sup> It means learning English is prominent for students to be taught in school.

In learning English, one must know its four essential English skills; speaking, listening, reading, and writing. English also has four components, vocabulary, grammar, pronunciation, and spelling. Vocabulary is one of the English components that have to be learned by students as it can

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<sup>5</sup>Permendiknas, Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan.

<sup>6</sup>Kurnadi Harjoprawiro, *Penggunaan Bahasa Inggris Sebagai Pengantar: Pengingkaran Terhadap Sumpah Pemuda*, (Kompas, 1998), 8. [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id)

<sup>7</sup>Rizkyta, Pelaksanaan ANBK (Asesmen Nasional Berbasis Komputer) Tahun Pelajaran 2022-2023, (Berita, 2022), 01.

help students obtain English skills easier and to assist in establishing English communication. Without sufficient vocabulary, students will find it challenging to comprehend what they hear, read, and listen to others say in a foreign language, as well as to communicate effectively.<sup>8</sup> Therefore, vocabulary is one of the English components to be taught by teachers to help students in obtaining English.

The objective of teaching vocabulary for Junior High School level incountries with EFL context is that students could apply the vocabulary to communicate with people.<sup>9</sup> The goal for foreign language learners in Junior High School levelis to grasp at least 1000 words in their vocabulary.<sup>10</sup> However, the fact that researcher found, based on the interviewwith the teacher and students of Junior High Schoolat MTSN 1Probolinggo. The teacher stated that Junior High School students had not grasped1000 words in their vocabulary, it'sbecause the students considered that English wasn't necessary. Therefore, they didn't pay attention to the teacher's explanation during the English class. Whereas, students stated that they didn't pay attention to the teacher's explanation as they feltbored during the English class.<sup>11</sup> It means that the teacher had to develop the teaching and learning process to make students not felt bored during the English

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<sup>8</sup>Kusumaningrum and Cahyono, (2011:127)

<sup>9</sup>Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), 21.

<sup>10</sup>Scott Thornbury, *How to Teach*, 22.c.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

<sup>11</sup>Cahyadi M.Pd (Teacher), Nabila (students), interviewed by the researcher, Jember, 11 February 2023.

class. While Senior High School students had to grasp about 2500 words in their vocabulary.<sup>12</sup>

In the Senior High School level, especially MAN 1 Jember, which had been observed by the researcher before, English was a familiar lesson for learners to study. They learned it from Elementary School up to Junior High School. Still, based on the observation that the researcher carried out for two months during the PLP '*Pengenalan Lapangan Pendidikan*' period, students had difficulty in acquiring new vocabulary. The students' difficulty was in remembering the new vocabulary, and students tended to forget the new vocabulary acquired during the English class. Based on the researcher's observation, most teachers of MAN 1 Jember used the 'lecturing method' such as drilling, imitating, and memorizing. One of the teachers who used the 'lecturing method' was the English teacher of MAN 1 Jember. The English teacher stated that she utilized some strategies for students to understand the lesson and to remember the vocabulary easily, such as memorizing the vocabulary that made the students sit and pay attention to what the teacher explained. Other strategies that the English teacher utilized were; teacher explained the material by focusing on the material in the book, the teacher asked the students to read the text in the material presented, the teacher asked students to find out the foreign words, the meaning, and the synonym of the vocabulary, students were only required to write the explanation and repeated what the teacher had been said, students were only required to ask and argue

<sup>12</sup>Hamra Arifuddin, and Eny Syatriana, "Developing a Model of Teaching Reading Comprehension for EFL Students," *TEPLIN Journal*, 21, no. 1, (2015), 28-29.



when the teacher asks them, and students are only required to do writing assignments.<sup>13</sup>Based on the interview with the second grade Bahasa and MANPK 2 students that the researcher had carried out, this kind of method made some of them had difficulty to understand the lesson and in acquiring the vocabulary because they felt bored and sleepy in the classroom.<sup>14</sup>This was proven by the observation carried out by the researcher, that during the teaching and learning process, the students could only acquire a part of the vocabulary that the teacher had delivered. Moreover, during the next meeting, students couldn't mention the whole vocabularies that had been delivered in their last meeting. Besides that, they had to read their book before mentioning a part of the vocabulary.<sup>15</sup> This difficulty also had been stated in the preliminary study that when the teacher used the lecturing method and simple media such as paper, book, and whiteboard then, students tended to feel bored during the vocabulary learning process, and made students difficulted to acquire the vocabulary.<sup>16</sup>However, to help students in acquiring vocabulary more accessible, the teacher should be able to make students interested in the teaching and learning process so students would pay attention to the teacher's explanation and acquire the vocabulary better.

Hence, to help students acquire vocabulary more accessible, the researcher found a solution to this difficulty. The researcher found that the

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<sup>13</sup>Observation in MAN 1 Jember, 20 September 2022.

<sup>14</sup> XI Bahasa of MAN 1 Jember, interviewed by the researcher, Jember 19 November 2022.

<sup>15</sup>Observation in MAN 1 Jember, 24 September 2022. [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id)

<sup>16</sup>Shofi Dwi Rakhmah Dewi, Kus Eddy Sartono, "Media Pembelajaran Berbasis Scientific Approach untuk Siswa Sekolah Dasar," University of Yogyakarta: 2.

difficulty can be fulfilled by providing another strategy while teaching and learning English vocabulary. This strategy could help teachers convey the new vocabulary and help students improve their interest in learning English. In assisting the teacher in conveying the material, there were some strategies that the teacher could use in the classroom. One of which was a scientific approach.<sup>17</sup> This strategy could also be integrated with instructional media. In this research, the researcher suggested using a scientific approach.

Based on the explanation above, the researcher used a scientific approach using instructional media. As stated in the preliminary study in solving the difficulty of the teaching and learning process as this research, using exciting and various instructional media based on a scientific approach is needed.<sup>18</sup> Brown also supported that the use of learning media in teaching and learning process will influence the student's learning process and teachers' convey information.<sup>19</sup> Arshad also stated that the usage of instructional media that can improve learners' attention, motivation, and learning simulation and even carry psychological impacts on the teaching and learning process.<sup>20</sup> Therefore the researcher used instructional media in teaching vocabulary. The term media was defined as tools or physical facilities utilized by a teacher to facilitate the instruction of the teaching and learning

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<sup>17</sup>Apriliany, "Pengaruh Model Pembelajaran Think Talk Write (TTW) Terhadap Sikap Ilmiah Dan Hasil Belajar, IPA," *International Journal of Elementary Education* 1, 3 (2018): 2.

<sup>18</sup>Shofi Dwi, Kuss Eddy, "Media Pembelajaran," 3.

<sup>19</sup>Brown, H.D, *Teaching by Principle 2<sup>nd</sup>*, (Englewood Cliff, N.J: Pentice Hall, 2001), 257.

<sup>20</sup>ArsyadAzhar, *Media Pembelajaran*, (Jakarta: PT Raja GrafindoPersada, Dahar, RatnaWilis, 1998), 15.

process.<sup>21</sup> It includes anything that can be utilized to excite students' thoughts, feelings, concerns, and abilities or skills to quicken the teaching and learning process.<sup>22</sup> Learning process was an instructional media used in the teaching and learning process. Learning media is a tool or facilitation for the teaching and learning process that can potentially increase learning's interactivity, explication of the learning material, and variety of the learning method. Many kinds of learning media can help the teacher convey the material and help students acquire vocabulary easily. First was the use of audio aid, for example, radio, tape recorder, gramophone, language laboratory, audio cassette player, music, etc. Second was audio-visual aids, for example, video, film/ movie, television, pictures, slide projector, print materials etc.<sup>23</sup>

Video is one visual media that can improve students' interest in learning English and help them acquire vocabulary easily as they can hear and watch the material. Video is considered one of the most effective learning media to teach and to help students' English vocabulary acquisition.<sup>24</sup> According to Harmer, a video is the technology of capturing,

recording, processing, storing, transmitting, and developing electronically

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<sup>21</sup>Apriliyani, "Pengaruh Model Pembelajaran Think Talk Write (TTW) Terhadap Sikap Ilmiah Dan Hasil Belajar IPA," *International Journal of Elementary Education* 2, 3 (2018): 3.

<sup>22</sup>Nur Tri Lestari and Elis Homsini Maolida "The Use of Big Hero Six Movie With Subtitles To Teach Vocabulary In Senior High School," *Al Fathonah Vocational High School Suryakencana University*

<sup>23</sup>Nuhung Ruis, Muhyidin, and Tri Waluyo, *Intructional Media* (Ministry of National Education, 2009), 2.

<sup>24</sup>Saesahed Suhaila "The Effectiveness of Using English Video Conversation Towards the Seven Grade Student's Vocabulary Mastery at SMPN 1 Sumbergempol Tulungagung," (Skripsi, State Islamic Institute of Tulungagung 2018), 4.

representational situations in motion.<sup>25</sup> By using English learning video students can learn English in a fun way as students can't only utilize it for learning English; moreover, students can utilize it for learning English by watching the content of the video happily. In this case, using video as a medium made it easy for students to acquire their vocabulary, as video will increase students' interest in learning vocabulary in comparison to that did not use video. This was corroborated by previous research that stated that using English videos in teaching and learning vocabulary can form students' interest, keep students motivated in learning English, and develop teaching quality.<sup>26</sup> Using video as a learning medium also gives advantages. As stated by Harmer that one of the main advantages of video as a learning medium is that students see language as well as hear it.<sup>27</sup> Based on the previous study, the video advantages are that video presents a moving image that can deliver a sound to pronounce the spoken, increase learning to be more interactive, the learning process is more evident, time and energy are used more effectively, the learning process can be carried out whenever and wherever it is desired, and present a positive attitude towards the learning process and the information. While the lacks of using video media are, requires some equipment which will undoubtedly need more cost, students sometimes do not

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<sup>25</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (China: Addison Weyley Longman Ltd, 2001), 283.

<sup>26</sup>Saesahed Suhaila, "The Effectiveness of Using English Video Conversation Towards the Seventh Grade Student's Vocabulary," 1.

<sup>27</sup>Jeremy Harmer (2001), 282.

focus on the material, yet they focus on the video, and require a lot of time to furnish the tools for presenting the video.<sup>28</sup>

Based on the explanation above, video was suitable as a learning medium for teaching the students of MAN 1 Jember. Hence, the researcher used Video as a learning media applied in the class as it can increase students' interest in learning vocabulary so they can easily acquire it. The researcher chose this learning media as we know nowadays caused we live in a globalization era, with all kinds of modern facilities such as gadgets. Indonesian people use gadgets in their daily life. The gadget also serves many features, and one of the gadget features often used is social media.

Social media is used by people in various aspects, especially in education. It means social media was one of the learning media used to attract students to learn English, especially vocabulary. Line, Webtoon, Duolingo, JOOX Music, Wattpad, and YouTube were other social media used by other researchers in vocabulary learning. All circles, especially learners, also use social media, as it can easily be accessed. Social media plays a role in becoming a part of human life and may be in education. The students of MAN 1 Jember also used social media in their daily. Using social media in the teaching and learning process can eliminate the students' boredom during the teaching and learning process.<sup>29</sup> According to Yohanna, social media is also used by students for some activities such as students seeking

<sup>28</sup> Aqib Zainal, *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inofatif)*, (Bandung: Yrama Widya, 2013).

<sup>29</sup> Mothoharoh Alfin, *The Effectiveness of Using Instagram's a Photo Content Towards Students Descriptive Writing Ability at The First Grade Students of SMKN 1 Boyolangu*, (State Islamic Institute (IAIN) Tulungagung, 2019), 7.

information, news, education, insights, and long-distance communication.<sup>30</sup>

Therefore the use of social media played a role for students in their learning process. Social media also provided any information needed for educational purposes. One of the social media that was popular amongst Indonesian learners was Instagram. This was proven by the result of a survey presented by the Indonesian Internet Service Association in 2022 that Instagram application was the second most used social media by 84,8% of Indonesian teenagers after WhatsApp application compared to other social media.<sup>31</sup> Instagram was also a popular social media amongst the second grade students of MAN 1 Jember. This was proven by the observation and interview of the second grade students of MAN 1 Jember, the researcher carried out. The researcher found that the second grade students of MAN 1 Jember were the students who were most interested in and mastered the use of social media. This was proven as most of second grade students of MAN 1 Jember had their class Instagram account, one of which was “gifavs.majesa.”<sup>32</sup> Therefore, the researcher had chosen the second grade students of MAN 1 Jember as the media will be easier to apply and suitable for use.

<sup>30</sup> Cindy Yohanna Tambunan, “An Analysis on The Pronouns of Batak Toba Language Found in Si Tumoing: Manggorga Ari Sogot Novel By Saut Poltak Tambunan,” *English Literature Department*, (2020): 1.

<sup>31</sup> Association of Indonesian Internet Service Users/ APJII, 2022, “Statistical Data on Indonesian Internet users; 2022,” 4.

<sup>32</sup> Observation in MAN 1 Jember, 21 September, 2022.

Instagram application is social media that provides some features such as video, picture, and social networking service publicly or privately.<sup>33</sup> In this application, people may share their photos or video and sometimes people also utilize it for sharing knowledge or information such as share about how to learn English and others. Therefore, an Instagram application can be used as a medium to enhance the second grade students of MAN 1 Jember to become more interested in learning English and help students acquire vocabulary by watching videos or reading the text in pictures.

Indonesian Instagram content creators who focus on sharing English academic knowledge mostly talk about English aspects such as learning grammar, vocabulary, the way to increase English skills, and so on and they also share various aspects of English such as; daily vocabulary, formal vocabulary, synonym, antonym, idiom, slang or proverb then translate those aspects into Bahasa Indonesia. Moreover, many Instagram accounts shared educational knowledge, especially about English vocabulary, how its pronunciation, and how to use it in a sentence. Jago Bahasa was an Instagram content creator account that always shared English educational knowledge. Based on the interview carried out by the researcher, Jago Bahasa was an educational institution, both online and offline, that provides online English courses and offline classes and private classes. Jago Bahasa was created during the Covid-19 pandemic as the founder found a business opportunity then. The owner of this institution is Mr.

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digilib.uinkhas.ac.id digilib.uin<sup>33</sup>Mothoharoh Alfin, *The Effectiveness of Using Instagram's a Photo Content Towards Students Descriptive Writing Ability at the First Grade Students' of SMKN 1 Boyolangu*, (State Islamic Institute (IAIN) of Tulungagung, 2019), 25.

FrandyTaqwaSubachtiar. Other institutions that Mr. Frandy created were *Language Center (LC)*, *Kreasi Magenta Solusindo (KMD)*, and *SuksesPediaInspira*. Mr. Frandy was also a reliable internet marketer, especially in the field of YouTube marketing. He had managed 17 YouTube channels since 2015.<sup>34</sup>

JagoBahasa's Instagram account provides pictures and videos about English educational knowledge. This Instagram account not only serves the new vocabulary, but it also serves about the pronunciation of the vocabulary, how to use it in a sentence, how to use it in formal or informal conditions, what is the synonym or the antonym of the vocabulary, what is the differences of noun and verb in the same vocabulary, the English of two words phrase, what are the differences of American and British accent, the homonym words, and many others. However, the video that contains vocabulary learning is the video that contains the synonym and antonym words, the pronunciation of the words, and the foreign words. Based on previous research, an Instagram application can help students to learn vocabulary interestingly and effectively in enhancing students' vocabulary.<sup>35</sup> It means that Jago Bahasa's video on Instagram can attract students' interest as Jago Bahasa's video on Instagram looks interesting with some kind of variation on it for example, they created video backgrounds and covers that are interesting enough so that students would be interested in watching the video, and they also presented

<sup>34</sup>Frandy.id, "Frandy Tranformasi Sukses," 2020.

<sup>35</sup>Kurniawati Azlina, *The Effectiveness of Using IGTV on Instagram Towards Students' Vocabulary mastery at The First Grade Students of MAN 1 Madiun*, (Thesis, University of Sayyid Ali Rahmatullah Tulungagung, 2022).



videos in various ways such as by battling with their friends' vocabularies and correct the wrong vocabularies that their friends had raised. Hence, students can learn vocabulary based on their interests by watching the video.

Based on the explanation above, the researcher was interested in conducting a research entitled "The effectiveness of JagoBahasa's video on Instagram towards students' vocabulary acquisition at the second grade of MAN 1 Jember".

### **B. Research Question**

Based on the background above the research question is formulated as follows:

"Do the second gradestudents taught using Jago Bahasa's video on Instagram achieve better score than those taught without itat MAN 1 Jember?"

### **C. Research Objective**

Based on the formulation of the research question the research objective of this research is to know whether the second grade students taught using JagoBahasa's video on Instagramachieve better score than those taught without it at MAN 1 Jember.

### **D. Research Significances**

The result of the research is fully expected to give some theoretical and practical knowledge to the following parties:

Theoretically, this research is expected to help the teacher in using innovative learning media on online media such as Instagram towards

Practically, the result of this study is expected to give several advantages in the English teaching learning process as the following parts:

1. Students

The result of this research may help the students to acquire their vocabulary using JagoBahasa's video on Instagram.

2. Teachers

The result of this research can give information about the innovative media that can be applied to enhance the student's English skills and towards the students' vocabulary acquisition.

3. Other Researchers

The result of this research can be used as the previous study of new research.

## **E. Research Scope**

The research scope explains the limitation of this research. The limitation is marked with the variable mentioned below:

1. Research Variable

a. Independent Variable

Independent variable is a variable that influenced the dependent variable. The independent variable of this research is JagoBahasa's Video on Instagram. JagoBahasa's video on Instagram was a medium that was used to enhance the students' vocabulary acquisition.

b. Dependent Variable

Dependent variable is a variable that was influenced by the independent variable. Dependent variable of this research was vocabulary acquisition

2. Variable Indicator

a. Indicator of Independent Variable

**Table 1.1**  
**Variable Indicator**

No	Variable	Variable Indicators
1.	JagoBahasa's Video on Instagram	1. Video Content
		2. Video Length
		3. Video Quality
		4. Video Display
		5. Video Published Date
2.	Vocabulary Acquisition	1. Based on Ur (1996 : 60-62) Meaning
		• Synonym
		• Antonym
		• Translation

**F. Definition of Key Terms**

In this research the researcher presents the definition of key term to avoid misunderstanding, the definition of key terms are as follows:

1. Vocabulary Acquisition

Thombury states that vocabulary acquisition can be measured from students' vocabulary receptive, students' vocabulary productive, spelling, pronunciation, derivative forms, and vocabulary meaning.<sup>36</sup>

In this research, vocabulary acquisition was defined as students' understanding of the vocabulary's meaning consisted of vocabulary translation, vocabulary synonyms and antonyms. Vocabulary acquisition was considered an English skill comprehensively knowing the meaning of the words. Vocabulary in this researcher was measured from the students' post-test scores, and calculated by using Independent Sample T-test with IBM SPSS 26.0 version.

## 2. Instagram

Instagram was a social media platform that used to share updates by taking photos and videos easily. Instagram was considered a social media platform for obtaining various detailed information. Instagram was one of the platforms in gadgets that was used as a tool for delivering knowledge by moving images that can produce a sound to be spoken and making the information delivered clearly. In this research, the Instagram application was also utilized as a media for the teaching and learning. Instagram is one of the social media used by all circles in their activities. Especially for students, they utilized Instagram in some of their activities, for example, for communicating with their friends, for capturing their moments by taking pictures and videos, for fun, and for learning tool.

In this research, the feature of Instagram that the researcher would be used was the reels video from Jago Bahasa's Instagram account, which contains vocabulary learning consisted of three aspects: synonym,

### 3. JagoBahasa's Video

JagoBahasa is an Instagram account that contained any picture and videos that talked about English educational language, such as talking about vocabulary, how it's pronounced, how to use it in a sentence, how to use vocabulary in formal or informal conditions, what was the synonym or antonym of the words and many others. Students can learn vocabulary on this account to be intriguing. By watching the video, be it a reels videos or a feeds videos, students could pick up terminology related to their interests. In addition, English language learners will benefit much from this account for vocabulary development.

In this research, the kind of video that was used was Instagram video reels. The characteristics of Jago Bahasa's video reels that were used were as follows:

- a. The video length was about 0-60seconds
- b. The video that published in 2021
- c. The video content is about vocabulary synonyms, vocabulary antonyms, and vocabulary translation.

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J E M B E R

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

The researcher needs previous study to support the research. Previous study was very important for conducting the research. There were several previous studies that had been carried out and related to this research, they were:

1. The first study was conducted by AlfiKhariska, University of State Islamic Institute (IAIN) Of Tulungagung 2016, entitled “The Effectiveness of Using Comic Towardstudents’ Vocabulary Achievementof Seventh Grade at SMP Al-Kamal KunirBlitar”. This research aimed to know the significant differences of students’ score before and after being taught using comic as a media for the seventh grade students of SMP Al-Kamal. This research used quantitative research design with quasi experimental design with control group pre-test and post-test. The sample of this research was the students of VII A as experimental class and VII B as control class. In analyzing the data this research used T-test that was calculated by using SPSS 16.0 version showed the value of t-test was higher than the value of t-table. It means the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that Comicwas effective on the students’ vocabulary achievement at the seventh grade of SMP Al-Kamal.

2. The second study was conducted by TuhfahHayati, State Islamic University SyarifHidayatullah Jakarta, 2017, entitled “The Effectiveness of Using Video in Teaching Writing of Procedure Text”. This researcher is aimed to get the empirical evidence of the effectiveness of using video for students’ writing procedure text. This research used quantitative research design with quasi experimental method. The sampling technique used in this research was the total population sampling. Two classes were taken as the subjects of this research namely experimental and controlled class. The data were analyzed by using T-test formula. The result of calculation showed that in the significance degree of 5% the value of T-test ( $t_0$ ) > T-table ( $t_t$ ) ( $3.84 > 1.701$ ). the result showed that there is significant difference between students’ achievement in writing of procedure text by using video than without using video in writing of procedure text.

3. The third study was conducted by AthonyPerdanaWeswera, State Islamic Institute (IAIN) Tulungagung, 2019, entitled “The Effectiveness of Using

MemrisetowardsStudents’ Vocabulary Mastery at Seven Grade in SMPN 2Wonotirto”. This research is aimed to determine the effectiveness of using the Memrise application compared to conventional through the WhatsApp application. This research used quantitative research design that is quasi-experimental method. The sample of this research was 20 students in the experimental group and 20 students in the control group. The data collection method was test and was analyzed the data by using paired





of English Foreign Language in the SMK Maarif 1 of Kebumen, Indonesia.

The data instrument was pre-test and post-test and was analyzed by using

T-test. The result showed that there was significant improvement in the

students' vocabulary achievement.

**Table 2.1**

**Similarities and Differences of Previous Research**

No	Research Title	Similarities	Differences
1	2	3	4
1	Thesis by AlfiKhariska, "The Effectiveness of Using Comic Toward Students' Vocabulary Achievement of Seventh Grade at SMP Al-Kamal KunirBlitar"	<ol style="list-style-type: none"> <li>Both researchers used quantitative research design that is quasi-experimental method with pre-test and post-test.</li> <li>Both researchers used a media to be a strategy in teaching vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>Previous research was analyzed the effectiveness of using 'Comic' which was written media while this research will analyze the effectiveness of using JagoBahasa's video' which was visual media.</li> <li>Previous study aims toward students' vocabulary achievement while this research is aims toward students' vocabulary acquisition</li> <li>Previous research sample was the seventh grade students of Junior High School while this research sample will be taken at the second grade students of Senior High School.</li> </ol>
2	Thesis by TuhfahHayati, "The effectiveness of	1. Both researchers used video media as a strategy to use.	1. Previous study focuses on teaching writing procedure

	Using Video in Teaching Writing of Procedure Text”	2. Both research used quantitative research that is quasi-experiment method.	textwhile this research focuses on students’ vocabulary acquisition. 2. Previous research sample was Junior High School Student’s while this research sample will be taken from Senior High School Student’s.
3	Thesis by AtonyPerdanaWeswera, “The Effectiveness of Using Memrise Toward Students’ Vocabulary Mastery at Seven Grade in SMPN 2 Wonotirto”	1. Both researchers used media to be the strategy in teaching vocabulary. 2. Both researchers used quantitative research design with quasi-experimental method.	1. Previous research focusses on students’ vocabulary mastery while this research focusses on students’ vocabulary acquisition. 2. Previous study sample is the seventh grade students of Junior High School while this research sample will be taken at the second grade students of Senior High School. 3. The previous study used Memrise as a media in teaching vocabulary while this research used JagoBahasa’s Video as a media in teaching vocabulary.
4	Thesis by.Shofi Dwi Rakhma Dewi, E. Kus Eddy Sartono, “Media Pembelajaranberbas is Scientific Approach Untuk Siswa Sekolah Dasar”.	1. Both researchers used scintific approach as a learning method. 2. Both research used media in teaching vocabulary.	1. Previous research sample were 3 teachers and 80 students while this research sample will be taken at the second grade students of Senior High School. 2. Previous research used literature study

			as a research method while this research used quasi experimental research design.
5	Thesis by Dewi Hariyanto, "The Effectiveness of Using YouTube for Vocabulary Mastery"	<ol style="list-style-type: none"> <li>1. Both researchers used media in teaching vocabulary.</li> <li>3. Both researchers used quantitative research design that is quasi-experimental method.</li> <li>4. Both researchs focused on students' vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Previous research used YouTube Application while this research used JagoBahasa's video on Instagram.</li> <li>2. Previous research sample was the twelve grade students of SMKN 1Ma'arif Kebumen while this research sample will be taken at the second grade students of Senior High School.</li> </ol>

**Source: The data processing from previous research**

Based on the explanation above, it can be seen that all of research have their own ways to analyze the subject of research.

Hence, this research will analyze the effectiveness of JagoBahasa's Video on Instagram towards Students' Vocabulary Acquisition at the Second Grade Students of MAN 1 Jember. This research used quantitative research design that is use quasi-experimental method with pre-test and post-test instrument.

**B. Theoretical Framework**

1. Video

The standards of education in schools can be developed by using one of the key elements, that is learning media. This is due to the development

produces efficiency and effectiveness learning. According to Kozman, Belle and Williams, media can be defined as a technology, symbol system, learning tool and computing power. Mediatechnologyencompasses the mechanical and electronic components that define its function, as well as, to some extent, its shape and other physical characteristics, which are its most evident characteristics".<sup>37</sup> There are some types of media that can be applied in teaching and learning process namely, visual media, audio media, and audio-visual media. In this research, the researcher will use audio visual media to be applied in the teaching and learning process. Audio-visual media are both audible and visible. One of the audio-visual media's is video. However, in this research, the researcher will use video as a media for teaching and learning process of the second grade students of MAN 1 Jember.

According to Harmer, video is the technology of capturing, recording, processing, storing, transmitting and rebuilding electronically representational situation in motion.<sup>38</sup> Using video as a learning media can develop students' interest in English learning as they can learn English in a fun way by watching the video. Video is an electronic tool of media that function to record, duplicate, playback, broadcast and display of visual content.<sup>39</sup>

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<sup>37</sup>Kozman, Belle and Williams (1991).

<sup>38</sup>Jeremy Harmer, *The Practice of English Language Teaching*. (China: Addison Wesley Longman Ltd, 2001), 283.

<sup>39</sup>Richard E Mayer, *Multimedia Learning*, (Cambridge University Press, 2001).

Based on the explanation above, there are several kinds of video content. According to Harmer, there are three basic types of video content as follows:

- a. Off-air programmers: this is programs made from a television channel's record and it should be attractive for the students. Apart of the whole type of language level, some of air video is also very hard to understand and access by student, especially where there is a high preponderance of slang or where particular market accents are used. The top programmer are ones that can be used for a range activities, including prediction, cross cultural awareness, teaching language or as spurs for the students' own creativity.
- b. Real-world video: there is no reason why teaching and learning should not apply video material that has been published such as, feature films and exercise manuals. Wildlife documentaries comedy also served that there is no copyright restriction on doing this
- c. Language learning video: today's, free standing language learning videos or accompany course book videos are produced by many publishers. The main advantages of specially made video are that they have been designed with students as particular level in mind. Therefore, they are comprehensible. This kind of video should be designed as attractively as possible to appeal the students' interest and

be multi-use, as they can be used not only for language learning but also for a variety of other activities.<sup>40</sup>

## 2. Video as a Language Learning Media

### a. Video Length

The optimal length of learning video is 6 to 12 minutes long, this is proven by the theory from Guo and Lagerstrom. According to Guo (2013) discussed about the article entitled Massive Open and Online Course (MOOC), this article presented watch data from edX course video which showed that most students stopped to watch a learning video after sixth minutes.<sup>41</sup> EdX course video has 6.9 million video views and this is become a reason for people to believe that learning video length should no more than 6 minutes. While according to Lagerstrom stated that the most views of edX course video are seeking a serious instructional experience, while other views may be just interested in the free refresher course on the previously studied material, and the others may be just curious with the topic that discussed.<sup>42</sup> In the other word, the learning video viewers don't have the same course material as college student. Therefore, Lagerstrom do his own research at Stanford on two computer science courses. Based on the research, to replace the attendance at face-to-face lectures, these classes have 50-75 minutes video lectures. According to the research

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<sup>40</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (China: Addison Wesley Longman Ltd, 1991)

<sup>41</sup>Guo, P., "Optimal Video Length For Student Engagement," *Retrieved*, (2013). [lib.uinkhas.ac.id](http://lib.uinkhas.ac.id)

<sup>42</sup>Lagerstrom, L., "The Myth of The Six Minute Rule: Student Engagement With Online Videos," *Proceedings of The American Society for Engineering Education*, (2015).

data indicate that there are about 90% of students watched the entire video lectures, though across multiple viewing sessions. The research data also indicate that the viewing time every session video lectures is 12-13 minutes, with an average of 17-20 minutes.<sup>43</sup> It can be concluded that ideal video lectures length should be less than 12 minutes and no more than 20 minutes. However, the newest video on Instagram namely is reels that is inspired by Tiktok application length is 1 – 90 second.<sup>44</sup>

b. Video Quality

Video quality is necessary on the video that created for the educational aspect. There are some factors that contribute in the quality of video that will affect the attention of the viewers. These are, individual interest, the expectation of a high quality, the property and display type, the viewing condition, and others.<sup>45</sup> There are two types of video quality, these are objective quality and subjective quality.

Objective quality type consists of computation method called metrics based on the picture signal analysis.

Instructional video don't need to be shoot in an expensive studios to be good videos. An effective video can be shoot by yourself at home if you keep the best practices of the learning video in mind.

According to Guo et al stated in his article entitled "How Video

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<sup>43</sup>Lagerstrom, L., (2015).

<sup>44</sup>Jason G. Miles, *Instagram Power Build Your Brand and Reach More Customers with the power of picture*, (United States of America: MC Graw Hill Education, 2014).

<sup>45</sup>Stefan Winkler, "Video Quality and Beyond," *Symmetricom. QoE Division*, (September 2007), 1.

Production Affects Student Engagement: An Empiris Study of MOOC Video” that pre-production is important for a good video quality. He said that “instructors should plan their material specifically for video formats, to maximize the student engagement. The old presentation methods that have applied well for a long time in traditional face-to-face teaching do not always have a good result”.<sup>46</sup>It can be concluded that pre-production makes for better video quality.

c. Video Display

Video display is the first thing that viewers or students will see on the video. Attractive video display is necessary to attract the viewers or student’s attention to watch the learning video and make a positive first impression. Careful planning and consideration should create for video display.<sup>47</sup> Teacher needs to create an attractive video. Therefore, teacher has to explore more resources. Here are the 5 things that mustbe considered in creating an attractive video display:

1) Determine the appropriate form

Create an appropriate form for the video display. Determine the appropriate form for the video display. There are several types for video display’s size. It can be adjusted according to the size of the application or platform where the video will be posted on

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<sup>46</sup>Guo, P.J., “How Video Production Affects Student Engagement,” *Proceedings of The First ACM Conference on Learning at Scale Conference*, (2014), 41-50.

<sup>47</sup>“5 Tips on How To Make an Attractive Cover Page For Teacher Pat Teachers,” Teaching Fourth And More Kelly Benefield, <https://teachingfourth.com/5-tips-on-how-to-make-an-attractive-cover-page-for-teachers-pay-teachers/>



Instagram. Therefore, Instagram application has some video size which will determine the video display. These sizes are:<sup>48</sup>

**Table 2.2**  
**Instagram Video Size**

Type of video	Video ratio	Video size
Instagram feed videos	4:5	1080 x 608p (landscape) 1080 x 1350p (portrait)
Instagram stories	9:16	1080 x 1920p (full screen)
IGTV videos	9:16	1080 x 1920p (portrait) 1920 x 1080p (landscape)
Instagram reels	9:16	1080 x 1920p (portrait)
Instagram live videos	9:16	1080 x 1920 p (portrait)

Based on the explanation above, it can be concluded that the appropriate size of video display can determine based the video type that will be posted. In the current research, the researcher chooses Instagram reels as it conforms with the size of cellphone screen. Therefore, it will be clear when watching it.

## 2) Select a good font

Video display title uses a large font in order to make viewers easy to read. Fancy or pretty fonts can also use to make the video display more attractive, but too much style of font can be overwhelming and it can look busy. Using only one font can be a little boring. Therefore, the use of 2-4 fonts on the video display title is recommended.

### 3) Create a design

To make the product look consistent, design is needed on the video display. The design can be started by choosing a color or background paper to use on the video display. After creating a design on the video display, viewers will easily introduce our video as they remember the characteristic of the video display's design.

### 4) Add borders and accessories

Sometimes the video display needs a little something else for instance, borders. Borders are a dimension which is at the edge of the paper that can make the video display looks more interest and pretty. Adding some accessories like flowers, lines, stickers and others can also make the video display looks more interest, but too much accessories can be overwhelming.

### 5) Use a picture

Using a picture on the video display also make the video display looks more interesting. The topic of the video can explain by using a picture. Using a picture on the video display can give viewers chance to see the content of the video. Therefore, viewers can understand the main topic of the video by looking at the video display. This step can make the video stand out from the other

videos and catch the eye of viewers in search a good resources for learning.<sup>49</sup>

Based on the five things that must be considered in creating an attractive video display, it can be concluded that by creating an attractive video display, viewers can interest to watch the video and viewers also can understand the topic idea of the video. Therefore, viewers can make the video as a resource of the leaning material.

#### d. Video Published Date

According to the English-Indonesian dictionary, publish meaning is ‘menerbitkan, mengumumkan, memuar, mengeluarkan, dan mencetak’.<sup>50</sup> Publish also has synonym words these are: distribute, broadcast, announce, produce, print and others. However, in the context of the video published date in this research is defined as ‘penayangan/ penerbitan video.’

The Jago Bahasa’s video used by the researcher was the video that published in 2021 which is Covid-19 pandemic era. The reason why the researcher chooses this kind of video is because this kind of video is created with a longer duration than the current video, it means that the video is more understandable as students can access and remember the vocabulary easier, another reason is because of most of the Jago Bahasa’s video content that created in 2021 at the Covid-19

<sup>49</sup>Teaching Fourth, “5 Tips on How To Make An Attractive Cover”.

<sup>50</sup>Kata Populer, “Arti Kata Publish,” 2.

pandemic era is about vocabulary knowledge while the video content that created on 2020 doesn't focus on sharing vocabulary knowledge.

e. Video Function

The function of video as learning media will help teacher to accomplish the learning objective. According to Arsyad (2009:26), it is stated why a teacher should use video as a teaching tool:

- 1) Video can ensure that both the teacher and the student have the same understanding of the lecture, preventing misunderstandings.
- 2) Video can resolve the lack of boundaries among students as by their culture background and various customs, norms, and beliefs. Furthermore, due to their upbringing.
- 3) When the learning is being imparted over a distance, video might take the place of the teacher. (Video as the sources).
- 4) The students' motivation to learn is increased by video.<sup>51</sup>

According to Smaldino et al, the function of video as learning media as follows:

- 1) The students' attention can quickly attract from outside stimuli
- 2) By applying video tape record tool, the knowledge can acquire by the viewers from the experts
- 3) Teacher can plan ahead as video offers challenging demonstration
- 4) The time used can reduce
- 5) The cameras can capture image of the object that moved

<sup>51</sup>Arsyad Azhar, (2009), 26.

- 6) The volume can be adjusted, it can be low or loud sound
- 7) Teacher can take control as it can be paused during the video applied
- 8) The video is not necessary to watch in the dark place.<sup>52</sup>

Based on the explanation above it can be inferred that video is really useful for teaching and learning process as the benefits that have been given such as, using video in the classroom, providing some opportunity, developing listening skills, and making students easier to get the new vocabularies.

f. Kinds of Instagram Video

Instagram comes from word “insta” or “instan” and “gram.” The word Instagram is derivative from the word “Telegram,” which is used to quickly convey messages or information to other users. Instagram can be thought of as a photo and videosharing software that gives usersthe ability to capture photos and videos, applying digital filters and andsharing through a variety of social media platforms utilizing an internet connection to ensure that the message you want to convey can be received quickly.<sup>53</sup> To date, Instagram is utilized to create accounts, post content as a picture or video, apply filters, add captions, tag users, add locations, add hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts

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<sup>52</sup>Aried S, Sadiman, (dkk), *Media Pendidikan*, (Jakarta: Raja Grapindo Persada, 2010), 74.

<sup>53</sup>NuhaZulfaUlin, “The Effectiveness of using Instagram Vlog toward Students’ Speaking Skill of The Eight Grades at MTS Imam Al-GhozaliTulungagung,” *State Islamic University Sayyid Ali RahmatullahTulungagung*, (2022): 8.

and explore. This application may people to engage in a variety of social interactions where everyone may share, exchange, comment, discuss, creates information and knowledge by submitting photos or videos. Handayani stated that teacher can promote some activities to build and increase their motivation to speak English better on Instagram.<sup>54</sup> Instagram is known as platforms that common use by adult and youth. Therefore, students found it very simple to use it, which they already use frequently in their daily lives, to acquire information and learn language specifically speaking skills. Through photos, videos, comments and direct message, Instagram gives students chance to read, watch, practice and write.

There are five different types of Instagram video content now available: stories, feed video, live, reels, and IGTV.

#### 1) Stories

From the home screen, you can record stories by swiping right, or by touching the + icon and choosing stories. You can upload them from your photo gallery as well. Expired stories can be saved to the highlights section of Instagram profile, located directly above the grid.

Each story can also have interactive components like filters, emoticons, tags and stickers. Four million firms use Instagram each month and many have discovered creative ways to leverage

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<sup>54</sup>Handayani (2016)

these capabilities, such as “this or that” surveys, question and answer (Q&A) and product tags.

## 2) Feed video

Instagram videos may be added using the application built-in camera or by uploading files from your photo library, just like photographs. Its maximum video length of 60 minutes, which is still unmatched by the majority of rival networks.

## 3) Live

Instagram live enables users to video stream directly to the newsfeed of their followers. Instagram live has been utilized to hold workshops, interviews and other events by both brands and creators.

Swipe right or tap the + icon to switch to live and begin a live broadcast. Live streams can be hosted by one or two accounts and last for up to four hours.

## 4) Reels

The newest video on Instagram is reels. These TikTok inspired video may be made with Instagram’s camera or posted via the photo library. Instagram reels hasn’t a long duration as Tiktok. Instagram reels enable users to post a video for up to 1 – 90 second.

Timed test, augmented reality (AR) filters, green screen mode, timer and speed options and audio library access are all recording effects.

#### 5) IGTV

Instagram IGTV features that enable users to post a long duration video for up to 10 minutes, even up to 60 minutes for popular or verified Instagram users. IGTV is one of Instagram features that has been available since quite long, specifically since 2018.

Based on the explanation above, in this research the researcher used Instagram reels video from Jago Bahasa's Instagram account to be taught in the second grade students of MAN 1 Jember as the language learning video. This type of Instagram video is often used by Jago Bahasa's Instagram account.

#### g. Instagram advantages and disadvantages

Instagram advantages:

- 1) As a tool to engage interactive teaching that is more beneficial to learning and teaching process
- 2) The limitations of time and place can be reduced
- 3) Optimizing students' capture data as the media can engage students' interest.<sup>55</sup>

<sup>55</sup>Jason G. Miles, *Instagram Power*, 11.



#### Instagram Disadvantages:

- 1) If the Instagram account is not set as a private account, everyone who visit it can post, comment, and say whatever they want, and they can do whatever they want.
- 2) Teenagers divulge the private information that shouldn't be known by others
- 3) Children and teenagers may share their location on their image
- 4) Everyone can talk about us while we don't know
- 5) There is no filter for children who access Instagram to keep them from seeing sexual content.<sup>56</sup>

#### h. Jago Bahasa's Video

Based on the interviewed that has been conducted by the researcher to the admin of Jago Bahasa's Instagram account, the researcher gets some information. Jago Bahasa is an Institution, both online English course and offline English private class. The founder of

this institution is Mr. FrandyTaqwaSubachtiar, he created this institution during the covid-19 pandemic as he found a business opportunity there. Mr. Frandy is the chief executive officer of Jago

Bahasa. Another institution or company that has been created by Mr. Frandy are, Language Center (LC), KreasiMegentaSolusindo (KMS), and SuksesPediaInspira. He is also a reliable internet marketer, especially in the field of YouTube marketing. He manages 17

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digilib.uinkhas.ac.id digilib.uinmas.ac.id <sup>56</sup>Iswar, "The Effectiveness of Instastory Instagram Media (IMM) in Developing Students' English Skill at The First Grade of SMA Negeri Palopo," *State Islamic Institute of Palopo*, (2021), 43-44.

YouTube channels since 2015. As a YouTube marketer he has been written a guidebook that contains about how to build YouTube digital assets. The home office of Jago Bahasa is called as 'Kampung Inggris' which is placed in Kediri especially in Pare.<sup>57</sup> Other than Instagram account Jago Bahasa also has another account such as YouTube and Tiktok which have different administrator. Jago Bahasa provides any picture and video on their account to be accessed by English learners which talk about English educational knowledge. Jago Bahasa serves many vocabularies that can be acquired by EFL. EFL not only acquire a new vocabulary, they also learn about the pronunciation of the vocabularies, how to use the vocabularies in formal and informal condition, how the synonym and antonym of the vocabularies, and many others. By watching Jago Bahasa's video weather it reels videos or feed videos, English acquire can learn English in fun way.

#### i. Vocabulary

Vocabulary is an important aspect that must be acquire in English skills such as, listening, speaking, writing and reading. Students will find it easier to study and master these components of learning English if they have mastered some of the necessary vocabulary at their level. Vocabulary serves as the cornerstone for language construction and is essential to communication.<sup>58</sup> It means that studying English vocabulary is a priority of learning English.

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<sup>57</sup>Frandy.id, "Frandy Transformasi Sukses," 2022.  
<sup>58</sup>H. Douglas Brown, "Teaching by Prinsiple: An Interactive Approach to language Pedagogy", (Cambridge: Longnam, 2001), 1.

Vocabulary is a basic aspect that very important to learn for communication and interact in everyday life, these vocabulary skills have a significant role in one's capacity to learn English. Therefore, the more vocabulary you acquire, the more likely it is that these individuals will be able to utilize the language fluently.<sup>59</sup>

Vocabulary also means, a number of words and their definitions in the language we speak that are well-known to someone. Vocabulary also has several skills, they are pronunciation, spelling, grammar and meaning. It means that vocabulary is a list of words that are typically sorted alphabetically and used in accordance with pronunciation, spelling, grammar and meaning. Vocabulary can be a noun that is typically employed as the subject or object of a sentence, a verb that is typically used as the predicate, an adverb etc. the sentence can be further broken down based on the role that each word plays in the subject-predicate relationship, each of them is categorized as a separate part of speech. Vocabulary itself consist of several parts of speech, they are noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection.<sup>60</sup>

Based on the explanation above we can assume that without vocabulary, nothing can be said and without grammar, very little can be said. It means that when we just learn about grammar without

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<sup>59</sup>YuniLuthfitaDani, Thesis: *"The effectiveness of Using Eat Bulaga Game to Improve Vocabulary"* (Purwokerto: UMP, 2015) 7. [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [7.khas.ac.id](http://7.khas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id)

<sup>60</sup>Sukiman, *English Morphology: The Basic Concept of How to Analyze English Word Structure Easily*, (Makassar: Alauddin University Press, 2013), 107.

learning vocabulary, we cannot have a perfect communication. Vocabulary is a main component of language that use for communication and it contains about the whole information such as meaning and using the word itself in a communication.<sup>61</sup> It means that vocabulary not only includes a list of words yet also includes the whole information about the use of the word and it also includes the meaning of the word in a communication. Therefore, without acquire vocabulary an idea cannot be delivered in communication.

j. Kinds of Vocabulary

According to Nation, there weretwo kinds of vocabulary, as follows:

1) High frequency

High frequency vocabulary is a vocabulary that often use in our daily language, use in the four skills of English and several condition of use. High frequency vocabulary compose of 2000 vocabularies, which are about 87% in formal written text and more than 95% in informal spoken texts.

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<sup>61</sup>FebrianaEkaSetyaningsih, *The Use of Word Clap Gmae to Improve Students' Vocabulary Mastery: A Classroom Action Research at The Eight Grade Students of SMPN 3 Ungaran in Academic Year of 2014/2015*, (Semarang: English Department Faculty of Language and Arts Semarang State University,2015), 14.

## 2) Low frequency

Low frequency vocabulary is word that rarely used in general English activity. Low frequency vocabulary compose of over 100.000 vocabularies.<sup>62</sup>

Based on the explanation above, the researcher wants to use High frequency vocabulary as a content of the video used. Jago Bahasa's video content a high frequency vocabulary that served for a beginners' English learners.

## k. Aspects of Vocabulary

According to Harmer, there were four aspects of vocabulary have an important role in the teaching and learning. The four aspects were:

### 1) Word Meaning

One word can has several different meanings. A word's meaning is depends on the contexts in which it appears. As a result, while teaching vocabulary to students, the terms shall be offered in a variety of contexts to demonstrate different meanings.

### 2) Word Use

Students need to understand how word use effect the meaning of a word and how it can be expanded, constrained, or transformed. Harmer (1993: 157) states that students must

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<sup>62</sup>Nation (1994), 3.

understand such as idiomatic use, metaphorical use, and word collocation.

a) Idiom Use

Through the use of idiom, word meaning is commonly expanded (idiom expression). It's possible to turn the phrase "Cats and Dogs" into fixed expression that denotes extremely intense rain: it's raining cats and dogs.

b) Metaphorical Use

Metaphor is the use of a word to indicate something other than what the word literally means. For instance, the verb "hiss" characterized the way some people speak, as in "Don't move or the teacher is dead," he hissed.

c) Word Collocation

Collocation, or which words go together, also influences word meaning. For instance, a word like "wrist" can collocate with "sprain" in the phrase "sprain wrist," but it cannot collocate with "head." Therefore, a collocation like "sprainhead" is not allowed. On the country, the word "ache" can be used interchangeably with "head" as in "headache," but it cannot be used interchangeably with "wrist." Therefore, a collocation like "wristache" is not possible.

#### d) Word formation

Word formation is the process through which words are created. Some words function as nouns, others as adjectives, other as verbs, etc. The students need to understand how to change nouns into adjectives, verbs into nouns, or adjectives into nouns, among other things. For instance, the word “beauty” could be replaced to “beautiful” or “beatify” (verb).

#### 3) Word grammar

Word grammar is the grammatical usage of words. Some verbs, like ‘can and may’ in English, are used without the word to. Tenses are used with English verbs. Verbs like “want” may change to “wanted”, and “speak” may change to “spoke” or “spoken”. The teachers must make sure the student understand how to use them.

Based on the explanation above, the researcher wants to use

word meaning to be the main material on vocabulary learning to use in this research as it has explain at the video content before.

#### 1. Vocabulary Acquisition

Vocabulary acquisition considers as an important component that have to be mastered in order to be easier in learning English. According to Derrico weather learning English is the first language, the second la, or the foreign language, vocabulary acquisition is

important to language learning.<sup>63</sup> It can be concluded that vocabulary acquisition can be defined as an understanding of every single words, compound words, and idiom words and it's also the understanding of students about the meaning, pronunciation, written, memorize the words, and how the synonym or antonym of the words. According to Nation, the acquisition of vocabulary is essential to be mastered of a foreign language and it's essential for coherent spoken and written communication result. The acquisition of vocabulary is an important component of all language skill (e.g. listening, speaking, reading, and writing).<sup>64</sup> This proves that vocabulary influences every significant's language ability and helps people use language effectively. According to Rivers in Moradian Fard, vocabulary acquisition is necessary for successful second language used as without a large vocabulary, we will not be able to employ the structures and functions, we may have learnt for comprehensible communication.<sup>65</sup> According to Read, Vocabulary ability contents about the knowledge of language and the capacity to use language in context. There are three components:

- 1) The context in which vocabularies are used
- 2) Knowledge of vocabulary and key procedures

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<sup>63</sup>J.S. Derrico, *Vocabulary Learning and Teaching-English as a Second or Foreign Language*, (Boston: Heinle & Heinle Publishers, 2001), 285.

<sup>64</sup>I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), 144.

<sup>65</sup>Fard and Borounjeni, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol. 11, 69.



3) Metacognitive strategy for using vocabulary.<sup>66</sup>

According to Hong, there are two ways of vocabulary acquisition happens, as follows:

1) Incidental

Vocabulary acquisition happens when doing independent listening or reading activities, this is happens deliberate or undeliberate acquisition of vocabulary. Incidental vocabulary acquisition is a vocabulary acquisition ways that refers to the process of learning which learners focus on the understanding of the text or listening to the context without focusing to the attention, in order word it is intentional learning.

2) Direct

Vocabulary acwuisition happens through direct concious learning.<sup>67</sup>

Based on these two ways of vocabulary acquisition, the students is will be acquire the vocabulary using the direct ways, as the researcher will the a treatments for the students using Jago Bahasa's video on Instagram.

For English learners, expanding their vocabulary is important. It is necessary to build a larger vocabulary and acquire new words. To a good communication quickly, learners have to understand their vocabulary well, which is known as vocabulary acquisition. Therefore,

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digilib.uinkhas.ac.id digilib.uinkhas.ac.id <sup>66</sup>Read, John, *Assessing Vocabulary*, (Cambridge University Press, 2000), 28-29. khas.ac.id

<sup>67</sup>Hong X., *Review of Effect of Glosses on Incidental Vocabulary Learning and Reading Comprehension*, (Chines Journal of Applied Linguistics, 2010), 56-57.

when learners want to have a good English communication as their foreign or second language they have to acquire English vocabulary well at their school.

According to Thornbury, a good vocabulary acquisition of EFL is when students receive the vocabulary, students produce the vocabulary, then they know the knowledge of vocabulary spelling, pronunciation, derivative forms and meaning.<sup>68</sup> However, the researcher will focus on the students' vocabulary meaning acquisition.

Vocabulary meaning is used to find the meaning of vocabulary and it can be done through translation that is word in learners' native language or mother tongue that has the same meaning to the item that is being taught.<sup>69</sup> Words with multiple meanings will be the difficulty for students in remembering the meaning. For instances that is since and still. After knowing the main meaning of the word, students may be unwilling to accept the other meaning.<sup>70</sup> According to Ur (1996: 60-

62) there are several types of vocabulary meaning, as follows:

1) Synonyms

This type of vocabulary meaning consists of two words with the same meaning. For instance: a synonym of the word "smart" is "clever," "bright" can function as a synonym of "intelligent."

digilib.uinkhas.ac.id digilib.uinkhas.ac.id <sup>68</sup>Scott Thornbury, *How to Teach*, 22, inkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

<sup>69</sup>Ur. *A Course in English*, 62.

<sup>70</sup>Scott Thornbury, *How to Teach*, 28.

2) Antonyms

Antonym is used for the word that has the opposite meaning.

For instance; the word “big” is the opposite of “small.”

3) Hyponyms

This type is serve a concrete illustration of broad idea. For instance: the hyponym for the word “animal” are “dog, can, horse, deer, and others.

4) Co-Hynopyms

Co-Hyponym is also called co-ordinates. This type shows “same kind think.” For instance: red, brown, purple, green, and pink are the co-ordinates.

5) Super ordinates

This types of vocabulary learning has general comcept that “covers” certain items, for instance: animal is the super ordinate of snake, fly, and frog.

6) Translations

This vide, words or expressions from the learner’s mother tongue are used that “more or less” correspondend to the concepts being taught. For instance: the Indonesian terms of the word “rose” is “mawar.”<sup>71</sup>

Based those types of vocabulary learning, the researcher will focus towards the students' vocabulary synonym, antonym, and translation by using the video of Jago Bahasa Instagram account.

m. Level of Vocabulary Acquisition

Vocabulary has several types that depend on the word level, book or text types, and be appropriated by the reader types. It can be appropriate.<sup>72</sup>

**Table 2.3**  
**Level of Vocabulary Acquisition**

Vocabulary Level	Vocabulary Type
2000 words level	The general service list
3000 words level	A basis for beginning
5000 words level	A wide vocabulary
The university word level	The vocabulary of university text
10000 words level	A large wide vocabulary

While according to Scott Thornbury states that there are seventh level of vocabulary, as follows:<sup>73</sup>

**Table 2.4**  
**Level of Vocabulary Acquisition**

Words	Vocabulary Level
200 words	Easy start
300 words	Level one beginner
600 words	Level two beginner
1200 words	Level three pre-intermediate
1700 words	Level four intermediate
2300 words	Level five upper-intermediate
3000 words	Level six advanced

Based on the explanation above it can be concluded that each number of words has their vocabulary level. Each student have their

<sup>72</sup>I.S.P. Nation, *Teaching and Learning Vocabulary*, (Boston: Heinle & Heinle Published, 1990), 263. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

<sup>73</sup>Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), 59.

own of words, therefore, each students have their vocabulary level itself. However, according to Dediknas (2002) for Indonesia learners who learn English at school, the curriculum of Indonesia states that by the end of the Junior High School students are supposed to identify and understand well about 1000 English vocabularies while for Senior High School students are supposed to identify and understand well about 2500 English vocabularies.<sup>74</sup>

#### n. Teaching English Vocabulary

In teaching vocabulary, teacher has to employ certain techniques to help students in acquiring vocabulary, therefore, students can comprehend the new vocabulary easily. Teacher has to find the students errors and fix them before applying the strategies or methods. According to Harmer (1998:1-2) there four characteristics that have to be owned by a good teacher:

- 1) A teacher should engage the lesson for the students in the class
- 2) A teacher should have a wide knowledge
- 3) A teacher should attachment his or her job
- 4) A teacher should be an entertainer in a positive sense.<sup>75</sup>

A good teacher is needed in the teaching and learning process. Inculcate students' lessons with affection and a culture of inquiry-based reflection should be done by a good teacher. As it can assist students learn foreign language successfully and construct an interest

digilib.uinkhas.ac.id digilib.uin<sup>74</sup>Arafuddin Hamra and Eny Syatriana, "Developing a Model of Teaching Reading Comprehension for EFL Students," *TEFLIN Journal*, 21, No. 1 (2015), 28-29.

has.ac.id<sup>75</sup>Jeremy Harmer (1998), 1-2.

learning environment in the classroom.<sup>76</sup> Therefore, interest vocabulary learning should construct by the teacher for teaching and learning process. Harmer (2001:155) states a few vocabulary teaching techniques:

1) Demonstration

The teacher demonstrates the language that the teacher wishes the students to learn by offering the students three in action.

2) Explanation

The construction of language in diagram, a textbook, a board or an OHP should explain by the teacher.

3) Discovery

Discovering students in a test or by examining vocabulary evidence to ensure that students have understood the new vocabulary and determine the meaning.

4) Check question

Determining whether the students have understood the text or paragraph's meaning and usage by checking them a question.

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<sup>76</sup>Vacca and Vacca (1999), 4.

## 5) Presentation

The teacher delivers information to the students uses visual aids for instance, photos and videos as well as mime, action and gesture instead of using words.<sup>77</sup>

Based on the explanation above, the researcher decides to use discovery technique as the teaching technique from Harmer as the researcher will give a test to the students to measure that the students understand and acquire the vocabulary.

### o. Testing Vocabulary

According to Allison (1999:5) testing is almost synonymous with the word "assessment," and in this context, it is used as a general phrase to refer to both formal and informal conditions.<sup>78</sup> While according to Brown (2004:3), a test is just a method to measure an aptitude, experience, and performance of person in a certain field.<sup>79</sup> Based on the explanation, the researcher concludes that testing

is also defined as assessment which aims to measure the aptitude, experience and performance of person both formal or informal conditions. Madsen (1983: 12-33) states that there are four types of vocabulary test:

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<sup>77</sup>Jeremy Harmer, (2001), 155.

<sup>78</sup>Allison, Graham T. Philip Zelikow, *Essence of Decision Making: Explaining the Cuban Missile Crisis*, (Addison Wesley Educational Publishers, 1999), 5.

<sup>79</sup>Brown (2004), 3.

### 1) Limited response

Limited response is a test that often served for beginners. These exam questions just provide two options to choose like “yes” or “no” or very basic options like pointing at something. You can administer a restricted answer vocabulary exam by:

#### a) Individual testing

Individual testing is a test which is given by the teacher to every individual student, so every student gets one test that has to do individually.

#### b) Group testing

Group testing is a test that is given by the teacher to a group of students that have been formed before, so then the group of students gets a test that have to do together.

### 2) Multiple choice completion

Multiple choice completion is a test in which a question provides a sentence with a missing word, students must select one of four options with vocabulary words to complete the sentence. A multiple-choice completion test encourages the student to rely on phrase meaning and context cues.

### 3) Multiple choice paraphrase

Multiple choice paraphrase is a test that provides one word emphasized in a sentence. The term that best describes the item



that is emphasized among the four options that selected by students.

#### 4) Simple completion (words)

Students encourage to fill in the blanks words in the sentences using the simple completion words method. The typically of the missing pieces are prefixes and suffixes.<sup>80</sup>

Teacher has to know all of kinds of these test, as it to make sure which kinds of test is appropriate for students. Based on the four types of test above, the researcher decides to use the multiple choice completion and paraphrase to measure the learners' vocabulary acquisition progress after giving treatment.

### **C. Research Assumption**

The research assumption of this research based on the theory, it was effective media to use Jago Bahasa's Video on Instagram towards Students' Vocabulary acquisition at the second grade of MAN 1 Jember.

### **D. Research Hypothesis**

The hypothesis related to the research as follows:

#### 1. Null Hypothesis (Ho)

Students who are taught using Jago Bahasa's video on Instagram don't achieve better score compared to those who are taught without it at the second grade students of MAN 1 Jember.

<sup>80</sup>Madsen (1983), 12-33.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research design was the framework for the researcher methods.<sup>81</sup> There were two types of research methods: quantitative and qualitative. In this research, the researcher used quantitative research as the research method. According to Creswell quantitative research is used to evaluate objective research and objective ideas by tying together variables in measurable instruments so that the data may be statistically processed.<sup>82</sup>

Quantitative research design was divided into two categories: experimental research design and non-experimental research design. In this research, the researcher used experimental research. According to Creswell, experimental research is a research technique for establishing the causal connection between independent and dependent variables.<sup>83</sup> This research aimed to determine whether Jago Bahasa's Video on Instagram was effective towards students' vocabulary acquisition at the second grade students of MAN 1 Jember.

Pre-experimental, quasi-experimental, and true-experimental research designs were a few examples of the several forms of experimental research. In

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<sup>81</sup>Fasca, Carina Y, *The Effectiveness of Using Scattergories Game on Students' Vocabulary Mastery of the Second Grade Students at MTS DarulHikmah Mojokerto*, (Tulungagung: English Education Department State Islamic Institute (IAIN) of Tulungagung, 2021), 36.

<sup>82</sup>John W. Creswell, *Educational Research: Planning Conducting, and Evaluating Quantitative and Qualitative*, (United States of America: Person Education, 2009), 233.

<sup>83</sup>John Creswell (2012), 295.

this research, the researcher used aquasi-experimental research design. Quasi-experimental research design stated by Ary et, al was comparable to the randomized experimental design in that both involve manipulating an independentvariable; however, the quasi-experimental research design differs from the randomized experimental design in that participants are not randomly assigned to treatment groups.<sup>84</sup>There were two types of quasi-experimental designnamely, time series design and nonequivalent control group design. In this research, the researcherused a nonequivalent control group design.

Nonequivalent control group design consisted of two groups: experimental group and control group. The experimental group was the group that wastaught using the treatment of Jago Bahasa's video on Instagram and the control group was the group that was taught using the conventional method. These two groupswere given the same pre-test and post-test to measure whetherJago Bahasa's video on Instagram was effective towards the students' vocabulary acquisition.

The researcher's reason for choosing a quasi-experimental with nonequivalent control group design was caused of the limited time that the researcher had. It is impossible to do a time series design with the four times pre-test. Hence, in this research, the researcher conducted a quasi-experimental research designwith a nonequivalent control group design,which includedthe experimental group thatwas given a treatment that

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<sup>84</sup>Ary, et, al, (2006), 316.



the control group (XI MANPK 2) was taught vocabulary acquisition using conventional method. The treatment indicated that the researcher used JagoBahasa's Instagram video on Instagram that contained about vocabulary learning, such as the meaning of the vocabulary, the synonym of the vocabulary and the antonym of the vocabulary as the teaching media to teach vocabulary acquisition. The treatment was formulated as X.

3. After giving treatment, the researcher conducted a post-test for the experimental group (XI MANPK 2) and control group (XI MANPK 2) to assess the vocabulary scores of the second grade of MAN 1 Jember. The researcher gave a post-test to the two groups after being taught by using a treatment for the experimental group (XI MANPK 2) and by using the conventional method for the control group (XI MANPK 2). The researcher compared the post-test score of the two groups to determine whether Jago Bahasa's video on Instagram was effective towards students' vocabulary acquisition. The post-test was formulated as O<sub>2</sub>.

## **B. Research Population and Sample**

### **1. Population**

Population was a collection of people who shared certain traits.<sup>85</sup>

According to Sugiyono, population is a generalization area consisting of an object or subject that has certain qualities and characteristics that the researcher specifies to learn and conclude it.<sup>86</sup> The population of this

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<sup>85</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United States of America: Person Education, 2005), 145. [inkhas.ac.id](http://inkhas.ac.id)

<sup>86</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), 80.

research was the second grade students in the academic year 2022-2023 of MANPK 2 at MAN 1 Jember. The researcher's reason for choosing the second grade students of MANPK 2, as stated in the research background, was caused of the second grade students of MANPK 2 were the students who were most interested and mastered the use of social media, especially Instagram. The second grade students of MANPK 2 had their own Instagram accounts, named "gifavs.majesa". It demonstrates that the videos of Jago Bahasa's Instagram account were easy to access for the second grade students of MANPK 2. Second grade students of MAN 1 Jember consisted of 26 students that were:

**Table 3.2**  
**Population of the Reserach**

Class	The Number of Students
XI MANPK 2	26

## 2. Sample

According to Arikunto, a sample is a portion of the population that will be the research subject, and sampling is a strategy for selecting from the population. It means that not all populations must be chosen by the researcher as the research sample.<sup>87</sup> According to Sugiyono sample is a number of populations that have a characteristic. A population is a sizeable number, and it does not allow the researcher to study the whole the population. Therefore the researcher may utilize a sample that has gotten from the population.<sup>88</sup> According to Sugiyono, there were two types of

<sup>87</sup>Arikunto (2010: 174)

<sup>88</sup>Sugiyono (2017), 81.

sample techniques namely that, probability sampling and non-probability sampling.

Probability sampling is a sampling technique implemented by providing all members of the population an equal-opportunities to be selected as the research sample. Whereas non-probability sampling was a sampling technique was implemented and didn't provide an equal opportunity for all members of the population to be selected as the sample of the research.<sup>89</sup>

In this research, the researcher used non-probability sampling technique with purposive sampling. As stated by Sugiyono, purposive sampling technique is a sampling technique in which the researcher does not consider strata, random or area when they handpick a research subject.<sup>90</sup>

Based on the explanation above, the researcher used purposive sampling technique. The researcher's reason for choosing this type of sampling technique was caused of the English teacher of the second grade students of MAN 1 Jember encouraged the researcher to have only one class as the sample of the research and the teacher also suggested the researcher to conduct the research at the second grade MANPK 2 of MAN 1 Jember. Therefore, the researcher chose the second grade MANPK 2 as the sample of this research as had been suggested by English teacher of the

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digilib.uinkhas.ac.id digilib.uinkhas.ac.id<sup>89</sup>Akhmad Fauzi, *Metode Sampling*, (Tangerang: Terbuka University, 2019), 32. digilib.uinkhas.ac.id

<sup>90</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, Bandung: Alfabeta, 2015.



second grade students of MAN 1 Jember before. The details of the sample in this research were as follows:

**Table 3.3**  
**Sample of the Research**

Class	The Number of Students
XI MANPK 2 (Experimental group)	13
XI MANPK (Control group)	13
Total Number	26

### C. Data Collection Method and Research Instrument

#### 1. Data Collection Method

Data collection was a standard procedure utilized to collect the research data. This research data was in the term of number and score. The data collection method was collected by using an instrument that was a test. As stated by Creswell, “to collect data to be a data collection method the researcher should use an instrument to calculate the research variable.”<sup>91</sup>

The research collected the data collection method by using a test that was concluded in three steps, namely that, pre-test, treatment, and post-test.

##### a. Pre-test

The researcher administered the pre-test before giving the treatments. It was completed on 17th March 2023. The items used in the pre-test were 25 items of multiple choice questions that the researcher made. The maximum score was 100 and the minimum score was 0. The pre-test was administered at the first meeting of the research in second grade MANPK 2 of MAN 1 Jember.

<sup>91</sup>John Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*: (Yogyakarta: Pustaka Pealajar, 2012), 14.



any information from the booklets, the students were required to write down the vocabulary they remembered. They were given a score based on the number of vocabularies they remember. On the second day, each group was allowed to answer the questions that the teacher gave about the vocabulary shown in the video which was the antonym of a word, the synonym of a word and students were given a score based on the number of the correct answer. To measure that the students can use the vocabulary in the context, the researcher provided an individual assignment related to the video and the current material as stated in the lesson plan of the third meeting. (The lesson plan can be seen in the appendix).

c. Post-test

The researcher administered the post-test after giving the treatments. It was completed on 7th April 2023. The researcher asked the students to do the post-test with the same items and questions as the pre-test. Post-test also had the same maximum and minimum scores as the pre-test. The post-test result was calculated to know whether or not Jago Bahasa's video on Instagram was effective towards the students' vocabulary acquisition. The post-test was administered at the last meeting of the research.

## 2. Research Instrument

Arikunto stated that the research instrument is the researcher's step to collect the research data and aims to make the research more accessible and get better research result. It is made systematically to make the research data easier to be cultivated.<sup>92</sup>In this research, the researcher collected data by providing tests as an instrument of this research by using Jago Bahasa's video on Instagram. As stated by Arikunto that a test is defined as a sequence of questions or exercises that serve students to measure their skill, ability, intelligence, and knowledge.<sup>93</sup> The test items consisted of 25 multiple-choice questions.

The researcher conducted the research using two tests: pre-test and post-test.

### a. Pre-test

The researcher administered the pre-test before giving the treatment to measure the students' vocabulary acquisition before acquiring the treatment. The items used in the pre-test were 25 items of multiple choice questions. The maximum score was 100 and the minimum score was 0.

### b. Post-test

The post-test was given after delivering the treatment. The researcher conducted 25 items questions of multiple choice. The maximum score was 100 and the minimum score was 0.

<sup>92</sup>Arikunto, S., *Metode Penelitian Suatu Pendekatan Proposal*: (Jakarta: PT. Rineka Cipta, 2002), 136.

<sup>93</sup>Arikunto, *Metode Penelitian*.

The specification of the instrument items can be seen in the table below:

**Table 3.4**  
**Test Question Items**

Kinds of question	Distribution	Total
Synonym	3, 5, 8, 11, 15, 19, 21, 23, 25	9
Antonym	1, 4, 6, 9, 13, 16, 18, 22, 24	9
Translation	2,7,10,12,14,17,20,27	7

Furthermore, the researcher gave a score to the students' pre-test and post-test by using the scoring rubric stated MAN I Jember document. The classification of the students' score as follow:<sup>94</sup>

**Table 3.5**  
**Classification of the Students' Score (KKM)**

Subject	Science	Attitude	Skills
English Language and Literature	77	B	77

a. Instrument Validity

Instrument validity of a research aimed to measure what was supposed to be measured. Brown explained that instrument validity is the most essential standard that can increase the effectiveness of a test and it is also considered the most essential principle of language testing.<sup>95</sup> Therefore, before using the test as the instrument of this research, the researcher had measured that the instruments were valid and reliable. In calculating the instrument validity of this research, the researcher used Pearson Product Moment (r) formula in SPSS 26.0 as follows:

<sup>94</sup>MAN id I d Jember, "Profil d Madrasah as. Tahun dig Pelajaran s.a 2022/dig 2023," khas.ac.id [www.man1jember.sch.id](http://www.man1jember.sch.id), 2022, 47.

<sup>95</sup>Brown, *Teaching*, 22.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

$r_{xy}$  : Pearson Product Moment

$N$  : Total number of students

$X$  : The sum of score X

$Y$  : The sum of score Y

$XY$  : The sum of a score X and Y

$X^2$  : The sum of the squared in X

$Y^2$  : The sum of the squared in Y

$\sum$  : The sum of add them

Moreover to know the criteria of validity as follows:<sup>96</sup>

If  $t_{count} > t_{table}$ : it indicated that the instrument (test) was valid.

If  $t_{count} < t_{table}$ : it indicated that the instrument (test) was not valid.

The computing result from SPSS 26.0. for validity testing can be

seen on the table below:

**Table 3.6**  
**Validity Instrument Test**

No	Question items	$r_{obtained}$	$r_{table}$	Conclusion
1	Item 1	0,589	0,497	Valid
2	Item 2	0,716	0,497	Valid
3	Item 3	0,534	0,497	Valid
4	Item 4	.a	0,497	Valid
5	Item 5	0,720	0,497	Valid
6	Item 6	0,685	0,497	Valid

<sup>96</sup>Arikunto, (2010), 212.

7	Item 7	0,543	0,497	Valid
8	Item 8	0,632	0,497	Valid
9	Item 9	.a	0,497	Valid
10	Item 10	0,616	0,497	Valid
11	Item 11	0,756	0,497	Valid
12	Item 12	0,507	0,497	Valid
13	Item 13	0,534	0,497	Valid
14	Item 14	0,595	0,497	Valid
15	Item 15	0,564	0,497	Valid
16	Item 16	0,720	0,497	Valid
17	Item 17	0,719	0,497	Valid
18	Item 18	0,705	0,497	Valid
19	Item 19	0,658	0,497	Valid
20	Item 20	0,602	0,497	Valid
21	Item 21	0,524	0,497	Valid
22	Item 22	0,785	0,497	Valid
23	Item 23	0,596	0,497	Valid
24	Item 24	0,643	0,497	Valid
25	Item 25	.a	0,497	Valid

The researcher used content validity, constructs validity, and face validity in measuring the instrument validity, as follows:

#### 1) Content validity

Content validity of a test was shown to measure the objective of the test and the content of the test items. Brown stated that the

validity of a test is important as a measurement that aims to measure the behavior of learners.<sup>97</sup> It means that the test content

can be said to be a valid test if the content test matches the lesson

or was based on the basic competence of the curriculum. In

addition, if the test content didn't match what students supposed to

be learned, the test couldn't produce the test score then it wouldn't

<sup>97</sup>Brown, *Teaching*, 22.

reflect students' achievement accurately.<sup>98</sup>The basic competence and the test specification can be seen in the appendix.

## 2) Construct validity

A test was constructively valid if the test measures the capability that is assumed in the language ability theory.<sup>99</sup>According to Sugiyono, the measurement of instrument construct validity can be measured by using judgment experts.<sup>100</sup>Therefore, the researcher used the judgment expert to measure the instrument's construct validity. The judgment expert of the instrument of this research came from the English Vocabulary lecture of the English department at the researcher university, namely the Islamic University of Kiai Haji Achmad Siddiq Jember. The lecture name was Mrs. Ninuk Indrayani M.Pd. After receiving feedback and the expert judgment, the researcher conducted an instrument tryout. The researcher conducted the instrument tryout on another population that wasn't selected as the research sample. Therefore, the researcher conducted the instrument tryout in another class as suggested by the English teacher of the second grade students in MAN 1 Jember. The class that was given an instrument tryout is grade XI Bahasa which consists of 16 students.

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<sup>98</sup>Qolbi, Nida Ma'rifatul, "The effectiveness of Scavenger Hunt Game Towards Students' Vocabulary Mastery of Seventh Grade at SMPN 1 Besuki Tulungagung" (Thesis, IAIN Tulungagung, 2021), 53.

<sup>99</sup>Ahyu Khurin Nuroh, "The Effectiveness of Using Duolingo Application in Improving Students' Vocabulary Mastery at The Seventh Grade of MTS Subulussalam Sriwangi," (Thesis, IAIN Tulungagung, 2021), 35.

<sup>100</sup>Sugiyono, *Metode*, 125.



### 3) Face validity

Face validity is an instrument validity that shows to measure something that should be measured.<sup>101</sup> According to Ary, face validity refers to the instrument's ability to measure what is supposed to be measured.<sup>102</sup> The instrument of this research administered by using a test that consisted of 25 items of multiple choice. To check the face validity of the instrument, the researcher asked for a judgment expert. The face validity expert was same as the construct validity expert.

#### b. Instrument Reliability

A test can be said to be reliable if the result is consistent and reliable. According to Brown, an instrument of research can be said to be reliable if it gives the same result everyit's being tested and it should be practical to use.<sup>103</sup> As had been stated in the construct validity before, the researcher conducted an instrument try out to the second grade XI Bahasa students. The tryout test consisted of 25 items in multiple choice for 40 minutes time allocation. After doing an instrument tryout, the researcher calculated the test reliability using the criteria of test reliability that interpreted by Cronbach Alpha as follows:

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<sup>101</sup>Fikroh Annurussalam Ulul, "The Effectiveness of Using Song From JOOX Music Application on Students' Vocabulary Mastery of the Twelfth Grade at SMKN 3 Boyolangu Tulungagung," (Thesis, IAIN Tulungagung, 2020), 37.

<sup>102</sup>Fikroh, he Effectiveness of Using Song," 37.

<sup>103</sup>Qolby Nida Ma'rifatul, "The Effectiveness of Scavenger Hunt Game towards Students' Vocabulary Mastery of Seventh Grade at SMPN 1 Besuki Tulungagung in Academic Year 2020/2021," (Thesis, IAIN Tulungagung, 2021), 54.

**Table 3.7**  
**Criteria of Test Reliability**  
**Interpretation of Cronbach Alpha**

No	Score	Criteria
1.	<i>Alpha Cronbach score</i> 0.00-0.20	Less reliable
2.	<i>Alpha Cronbach score</i> 0.21-0.40	Rather reliable
3.	<i>Alpha Cronbach score</i> 0.41-0.60	Enough reliable
4.	<i>Alpha Cronbach score</i> 0.61-0.80	Reliable
5.	<i>Alpha Cronbach score</i> 0.81-1.00	Very reliable

To get the reliability testing, the researcher administered tryout instruments for students. The tryout test was conducted on the second grade Bahasa students of MAN 1 Jember, which consisted of 16 students. The score of the tryout can be seen in the appendix. After conducting students' tryout scores, the researcher got the reliability test. The computing results from SPSS 26.0. for reliability testing can be seen in the table below:

<b>Case Processing Summary</b>			
			%
	Valid	16	100,0
	Excluded <sup>a</sup>	0	,0
	Total	16	100,0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
,927	25

As seen on the table, the value is 0,927, based on the criteria of test reliability of Cronbach Alpha, the test was very reliable.

#### D. Data Analysis

Data analysis technique consisted of 3 steps of data analysis these were, normality testing, homogeneity testing, and hypothesis testing. These three steps were basic technique to process the data.

##### 1) Normality testing

Normality testing was used to determine whether the data analysis is normally distributed or not.<sup>104</sup> To analyze the data, the researcher used the Shapiro Wilk test with IBM SPSS version 26.0, which requirements as follows: if the normality test result was more than  $> 0.05$ , it could be categorized that the data distribution was normal and  $H_0$  is accepted. But if the normality test result was less than  $< 0.05$ , it can be categorized that the data were not normal and  $H_0$  is rejected.<sup>105</sup>

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<sup>104</sup>Fikroh, "The Effectiveness of suing Song from Joox," 40.

<sup>105</sup>Fikroh, "The Effectiveness of using Song from Joox," 41.

## 2) Homogeneity testing

Homogeneity testing was used to measure whether the data in both classes are homogeneous or not.<sup>106</sup> To analyze the data, the researcher used the Levene test of Homogeneity of variances with SPSS version 26.0, which requirements as follows: if the significance value ( $\alpha$ )  $>$  0.050, it could be called homogeneous. But if the significance value ( $\alpha$ )  $<$  0.050, it couldn't be called homogeneous.<sup>107</sup>

## 3) Hypothesis testing

The hypothesis in this research were:

H<sub>0</sub>: Students' who were taught using Jago Bahasa's video on Instagram didn't achieve better score compared to those who were taught without it.

H<sub>a</sub>: Students' who were taught using Jago Bahasa's video on Instagram achieve better score compared to those who were taught without it.

To know the difference in students' vocabulary acquisition after being taught by using Jago Bahasa's video on Instagram and without using Jago Bahasa's video on Instagram, the researcher formulated the assumption, and it was calculated by using *Independent sample T-test* by using IBM SPSS Statistic Version 26., as follows:

a) Alternative hypothesis (H<sub>a</sub>): if  $<$  sig  $\alpha = 0.05$  (5%), it means that the

H<sub>a</sub> was accepted and the H<sub>0</sub> was rejected.

<sup>106</sup>Ahyu, "The effectiveness of using Duolingo," 38.

<sup>107</sup>Fikroh, "The Effectiveness of using Song from Joox," 42.



## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### A. Data Description

The researcher conducted this research at MAN 1 Jember, where the participant of this research consisted of 26 students of MANPK 2 that were separated into two groups, they were the 13 students of MANPK 2 as the experimental group and the 13 students of MANPK2 as the control group. In these two groups, the researcher gave a vocabulary test in the form of a pre-test and post-test, in which the pre-test was administered before giving the treatments to the two groups. In comparison, the post-test was determined after the researcher gave the treatments to the two groups. However, the researcher gave different treatment to the two groups. In the experimental group, the researcher gave the treatments by using the video from the Jago Bahasa Instagram account. In comparison, the control group was assigned by using the conventional method of teaching vocabulary.

The objective of this research is to know whether the students who are taught using Jago Bahasa's video on Instagram achieve a better score than those who are taught without using it at the second grade students of MAN 1 Jember. (The research activity can be seen in the appendix).

#### B. Data Presentation

In this section, the researcher would like to present the obtained data on students' vocabulary acquisition before and after teaching using a

digilib.uinkhas.ac.id digilib.uinkhas.ac.id treatment for the experimental group and the conventional method for the control group. digilib.uinkhas.ac.id

control group. The data presentation consisted of the score of the pre-test and post-test between the experimental group and the control group. The items used in the pre-test and post-test are 25 items of multiple choice questions. The maximum score of both tests was 100, and the minimum score was 0. The research assessed the students' vocabulary acquisition by using the scoring rubric according to Jacob's. The scoring rubric can be seen in table 3.5.

1) The data of Experimental Group

The experimental group was taught by using Jago Bahasa's video on Instagram as the treatment for teaching vocabulary. The data consisted of post-test and pre-test scores of experimental group students. Pre-test was administered before giving the treatment to the experimental group. Post-test was administered after giving the treatment. The pre-test and post-test scores of the experimental group can be seen in the table below.

**Table 4.1**  
**The Experimental group pre-test and post-test score**

No	Name	Pre-test	Post-test
1	ARW	72	96
2	DQEK	76	96
3	DC	56	88
4	DAS	84	92
5	DN	76	92
6	KBW	80	100
7	KJ	48	84
8	MH	52	92
9	NAB	76	96
10	RZEC	64	88
11	TB	76	100
12	VN	76	100

13	ZA	68	88
	Average score	70	93

As stated in the table above, the average score of the experimental group's pre-test was 70, and the average score of the experimental group's post-test was 93. Based on the average score of the experimental group's pre-test, it can be said that the students of the experimental group still had a low vocabulary acquisition before having the treatment. While based on the average score of the experimental group's post-test, there was a rise in the score of the students after having the treatment that was Jago Bahasa's video on Instagram.

## 2) The Data of Control Group

A control group was taught using the conventional method of teaching vocabulary. The control group's data consisted of the pre-test and post-test scores. The pre-test was administered before teaching vocabulary using the conventional method for the control group. Post-test was administered after teaching vocabulary using the conventional method. The control group's pre-test and post-test scores can be seen in the table below.

**Table 4.2**  
**The Control group pre-test and post-test score**

No	Name	Pre-test	Post-test
1	AFR	72	88
2	ADS	68	88
3	AAF	76	88
4	CDPC	72	96
5	EFD	68	84
6	GMS	88	92
7	IZH	68	84



8	JAS	60	88
9	KK	64	92
10	NAA	84	96
11	PKM	76	88
12	SIN	88	92
13	SMK	72	84
Everage score		73	89

As stated in the table above, the average score of the control group's pre-test was 73, and the average score of the control group's post-test was 89. Based on the average score of the control group's pre-test, it can be said control group students had a better score than experimental group students. Based on the average score of the control group's post-test, it can be said that control group students had a better score after learning vocabulary using the conventional method. However, there is no significant rise in scores between the pre-test and post-test scores of the control group's students.

### **C. Normality, Homogeneity and Hypothesis Testing**

#### **1. Normality Testing**

Normality testing is used to determine whether the data analysis is normality distributed. To analyze the data, the researcher used the Shapiro Wilk test with IBM SPSS version 26.0 by the value significant ( $\alpha$ )= 0.05. The result of normality testing can be seen in the table below.

**Table 4.3**  
**The result of Normality Testing**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental Group	,255	13	,020	,879	13	,069
Post-test Experimental Group	,162	13	,200*	,919	13	,246
Pre-test Controlled Group	,185	13	,200*	,926	13	,306
Post-test Controlled Group	,233	13	,053	,888	13	,093
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Guidelines for deciding on the normality test, that was, if the sig value was  $> 0.05$  the data can be said to be normally distribution, but if the sig value was  $> 0.05$  it could be said that the data is not normal. Based on the table of the normality testing, it showed that the sig value of the pre-test score of the group who were taught using Jago Bahasa's video was  $0.069 > 0.05$ , and the sig value of the pre-test score of the group who were taught using the conventional method was  $0.306 > 0.05$ . Moreover, the sig value of the post-test score in the experimental group was  $0.246 > 0.05$  and the sig value of the post-test score in the control group was  $0.093 > 0.05$ . It means that the data of both pre-test and post-test were normally distributed.

## 2. Homogeneity Testing

Homogeneity testing is used to measure whether the data in both classes were homogeneous. To analyze the data, the researcher used the Levene test of homogeneity of variances with IBM SPSS version 26.0 by the value significant ( $\alpha$ ) = 0.05. The result of homogeneity testing can be seen in the table below.

**Table 4.4**  
**The result of Homogeneity Testing**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-test Score	Based on Mean	1,191	1	24	,286
	Based on Median	,339	1	24	,566
	Based on Median and with adjusted df	,339	1	19,380	,567
	Based on trimmed mean	1,075	1	24	,310

Based on the table above, the significant value of the pre-test score in the experimental and control groups was  $0.286 > 0.05$ , which means that the pre-test score of both groups has the same variant or homogeneity.

## 3. Hypothesis Testing

After measuring the normality and homogeneity testing, the researcher analyzed the data to know whether the students who were taught using Jago Bahasa's video on Instagram achieved better scores compared to those who weren't in the hypothesis testing. The difference score was seen from the data obtained through the post-test.

The researcher used an *Independent sample T-test* by using IBM SPSS Statistics version 26.0 to value compare the two groups, which were the experimental group and the control group. Independent sample T-test was used to know whether the students who were taught using Jago Bahasa's video on Instagram achieved better scores compared to those who were taught without it. Hypothesis testing is formulated with the assumption from the Independent sample T-test. The assumption can be seen on page 79. The result of hypothesis testing was presented as follows:

**Table 4.5**  
**Output of Group Statistics**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test score	Experimental Group	13	93,23	5,262	1,460
	Controlled Group	13	89,23	4,126	1,144

Based on the table above it showed the result of statistics from post-test scores in the experimental group and control group. It showed the mean score of the experimental group, which was 93.23, while the control group was 89.23. Based on the mean score of both groups, a significant difference was found between the mean score of the experimental and control groups. The standard deviation from both groups also found a difference in scores: the experimental group was 5.262, and the control group was 4.126. Meanwhile, the standard error of mean showed that the experimental group had a higher standard

error mean score than the control group, where the experimental group was 1.460 and the control group was 1.144.

**Table 4.6**  
**The result of Hypothesis Testing**

		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
Post-test score	Equal variances assumed	1,228	,279	2,157	24	,041	4,000	1,855	,172	7,828
	Equal variances not assumed			2,157	22,708	,042	4,000	1,855	,161	7,839

The researcher used  $\alpha = 0.05$  (5%) as the significant standard,

therefore as the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ )

that have been explained in chapter 3, that was, the null hypothesis

( $H_0$ ) is accepted if  $t > sig \alpha = 0.05$  and the alternative hypothesis ( $H_a$ )

was accepted if  $t < sig \alpha = 0.05$ . Based on the result of the hypothesis

testing above, it showed sig (2-tailed) was  $0.041 < 0.05$ , which means

that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, it proved that

using Jago Bahasa's video on Instagram is effective towards student's

vocabulary acquisition.

#### D. Discussion

This research was conducted to know the effectiveness of Jago Bahasa's video on Instagram on students' vocabulary acquisition at the second grade of MAN I Jember. The subject of this research consists of 26 students of MANPK 2, which were separated into experimental and control groups. The data collection technique used by the researcher was the Vocabulary test, consisted of a pre-test and post-test conducted for experimental group and control group. Pre-test was administered to know the students' vocabulary acquisition before giving the treatment. Then, after completing the pre-test, the researcher gave the treatment using the videos from Jago Bahasa's Instagram account for the experimental group. At the same time, the control group was taught using the conventional method. After providing the treatment, the researcher administered the post-test for both groups. The data collected was analyzed using an Independent sample T-test with IBM SPSS version 26.0.

The objective of this research is to know whether the students who were taught using Jago Bahasa's video on Instagram achieved better scores than those who were taught without using it at the second grade students of MAN 1 Jember. Then, this research indicated that the result of the experimentals' post-test score after using Jago Bahasa's video was significant difference after and before teaching using Jago Bahasa's video.

The result showed that the students were more interested in acquiring

previous subchapter above, it showed the difference score between the experimental and control groups. The result showed that the post-test mean score of the experimental group was better than the control group. The mean score of the experimental group was 93.23, while the control group's mean score was 89.23. As stated by Thornbury, vocabulary acquisition can be measured from students' vocabulary meaning.<sup>108</sup> And based on Ur, vocabulary meaning consists of three types that were; vocabulary synonyms, vocabulary antonyms, and vocabulary translation.<sup>109</sup> Based on the result have been shown before, students vocabulary acquisition have been measured by using pre-test and post-test. Based on the result, it showed that students had acquired their vocabulary by using a media that had been served by the researcher that was Jago Bahasa's video. Besides media can be used to escalate, encourage the students' ideas to express their words, it can be used to help scholars in literacy to write.<sup>110</sup>

The hypothesis testing was calculated after analyzing the normality and homogeneity testing. The data of the pre-test and post-test of both groups were found to be normality distributed. It proved from the normality testing using the Shapiro Wilk test formula with IBM SPSS version 26.0. Based on the data of Normality testing with the Shapiro Wilk test, the pre-test score of the experimental group was 0.069, and the control group was 0.306. Meanwhile, the post-test score of the

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<sup>108</sup>Scott Thornbury, *How To Teach Vocabulary*, (England: Person Educational Limited, 2002), 22.

<sup>109</sup>Ur, *A Course in English*, 62.

<sup>110</sup>Suparwoto Sapto Wahono, *The record of using picture series to develop students' writing skills*, (English Review: Journal of English Education, 2022), 966.

experimental group was 0.246 and the control group was 0.039. Both pre-test and post-test were  $> 0.05$ .

However, the homogeneity testing calculated used, IBM SPSS version 26.0. The significance of the pre-test of the experimental and control groups was 0.286. It proved that the significance pre-test from both groups was  $> 0.05$ . It means pre-test data in both groups was proved as homogeneous data.

Independent sample t-test data analysis of this research presented in the previous subchapter above also proved ( $H_a$ ) was accepted and the ( $H_o$ ) was rejected. From chapter two it stated that using video as a learning media can develop students' interest in English learning as they can learn English on a fun way by watching the video.<sup>111</sup> Therefore, it was proven that the students who were taught using Jago Bahasa's video on Instagram achieved better scores compared to those who were taught without it. It means that the use of Jago Bahasa's video on Instagram was effective toward students' vocabulary acquisition of the second grade students at MAN I Jember.

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<sup>111</sup>Richard E Mayer, (2001)



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter represents the conclusion and suggestion. The conclusion referred to the result of all discussions of this research discussed in the previous chapter. The suggestions were given to the teachers, students, and other researchers, which referred to the research finding, discussion, and conclusion of this research.

#### A. Conclusion

Based on the conclusion of this research, it can be concluded that the student's vocabulary acquisition of the students who were taught using Jago Bahasa's video on Instagram was better than those who were taught without it. The significant differences in students' vocabulary acquisition between experimental and control groups can be seen in the mean scores between both groups. The mean score of the experimental groups' students was 93.23, while the mean score of the control groups' students was 89.23.

It means that students vocabulary acquisition of students who were taught using Jago Bahasa's video on Instagram achieved better score than those who were taught using conventional method. In conclusion, Jago Bahasa's video on Instagram was effective towards students' vocabulary acquisition among the second grade of MAN 1 Jember.

#### B. Suggestion

Based on the explanation above, the researcher had several suggestion

### 1. For English Teacher

The researcher suggests that the English teacher will learn and try to use Jago Bahasa's video and apply Jago Bahasa's video then to teach English to the second grade students, especially in vocabulary acquisition, as by using this learning media, students can easier accept the new vocabulary and learn English in interactive ways. Therefore, students can acquire their English vocabulary easier.

### 2. For Students

The researcher suggests that students can use Jago Bahasa's video on Instagram for self-vocabulary learning to improve their vocabulary acquisition, as Jago Bahasa's video easily to be accessed.

### 3. For further Researchers

The researcher suggests that further researchers can use this research as their reference or a source to carry out a similar research topic.

## **C. Limitation**

### 1. For further Researchers

The distance between giving the treatment and administering the post-test should not be far enough. Therefore, students still remember the material that was presented during the treatment.

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## DICLARATION AUTHENTICITY

### DICLARATION AUTHENTICITY

The Undersigned Below:

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On this statement, I hereby declare that this thesis and all its content is truly the work of my own and I did not to plagiarism or quotation in ways that are inconsistent with the prevailing ethic in the scientific community.

Jember, 11 November 2023-06-11

My sincerely

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JEMBER



Ismi Fauziah Hanum

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Appendix I

RESEARCH MATRIX

Title	Variable	Indicators	Data Resource	Research Method	Research Problem	Hypothesis
The effectiveness of JagoBahasa's video on Instagram towards students' vocabulary acquisition at the second grade of MAN 1 Jember	<p><b>Independent:</b> JagoBahasa's Video on Instagram</p> <p><b>Dependent:</b> students' vocabulary mastery</p>	<ol style="list-style-type: none"> <li>1. Video Content</li> <li>2. Video Length</li> <li>3. Video Quality</li> <li>4. Video Display</li> <li>5. Video Published</li> </ol>	Scores for the second grade students of MAN 1 Jember	<p><b>Research Approach:</b> Quantitative</p> <p><b>Population and Sample:</b> Students class XIMAN 1 Jember</p> <p><b>Research Design:</b> Quasi Experimental (Nonequivalent Control Group Design)</p> <p><b>Data Collection:</b> Pre-test and Post-test Scores of Vocabulary Acquisition test</p> <p><b>Data Analysis:</b> Analysis of students' post-test scores by using Independent Sample T-test</p>	Do students who are taught using Jago Bahasa's video on Instagram achieve better score than those who are taught without it at the second gradestudents of MAN 1 Jember?	<p><b>Null Hypothesis (Ho):</b> Students who are taught using Jago Bahasa's video on Instagram don't achieve better score compared to those who are taught without it at the secondgradestudents of MAN 1 Jember.</p> <p><b>Alternative Hypothesis (Ha):</b> Students who are taught using JagoBahasa's video on Instagram achieve better score compared to those who are taught without it at the secondgradestudents of MAN 1 Jember.</p>

## Appendix II

### VIDEO LIST

No	Video List	According to Ur (1996: 60–62) Aspect of Meaning are consist of:		
		Synonym	Antonym	Translation
1.	<p>Oh ini antonymnya</p> 		√	
2.	<p>Lawan kata ini tau belum?</p> 		√	
3.	<p>Antonym ini tau?</p> 		√	
4.	<p>Lawan kata ini apa hayo?</p> 		√	

5.	<p>Complete = finish?</p> 	✓		
6.	<p>Formal or informal?</p> 	✓		
7.	<p>Santai dan sopan</p> 	✓		
8.	<p>Formal vs informal</p> 	✓		

9.	<p>Kosa kata alam ada banyak nih!</p> 			√
10.	<p>Kitchen verb</p> 			√
11.	<p>Cuaca alias wether cek</p> 			√
12.	<p>Vegetable vocabulary</p> 			√

13.	<p>Rambu lalu lintas in English check</p> 			√
14.	<p>Sopan vs santuy cek</p> 	√		
15.	<p>Nama hewan dan anaknya</p> 			√

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### Appendix III

#### LIST OF VOCABULARY

##### Video 1 “Oh ini antonymnya”

awake >< asleep  
back >< in front of  
backward >< forward  
beauty >< ugliness  
before >< after  
allow >< forbid

##### Video 2 “Lawan kata ini tau belum?”

Alive >< dead  
bottom >< top  
heavy >< light  
humid >< dry  
empty >< full  
liquid >< solid  
rear >< front

##### Video 3 “Antonym ini tau?”

Health >< disease  
hard >< easy  
hell >< heaven  
hate >< enjoy  
harvest >< plant

##### Video 4 “Lawan kata ini tau belum?”

Horizontal >< vertical  
Host >< guest  
Hot >< cold  
Huge >< tiny  
Humane >< cruel  
Husband >< wife

##### Video 5 “Complete = finish”

Complete = finish  
Complex = complicated  
Dangerous = unsafe  
Danger = harm  
Determine = decide  
definite = certain

##### Video 6 “Formal or informal”

Obstinate = stubborn  
Explode = blow up  
Request = ask for  
Determine = pin down  
Decrease = shorten

##### Video 7 “Santai & sopan”

think about = consider  
at first = initially  
link up = connect  
wrong = incorrect  
a bit = a little  
cheap = inexpensive  
deal with = manage  
talk about = discuss  
settle for = determine  
dare = challenge

##### Video 8 “Formal vs informal”

choose = select  
famished = hungry  
fill in = substitute  
find out = discover

free = release  
get = receive  
good = positive

##### Video 9 “Kosa kata alam”

river : sungai

ocean : samudra

desert : gurun

hill : bukit

lake : danau

waterfall : air terjun

coast : tepi pantai

cave : goa

#### Vocabulary 10 "Kitchen verb"

grate : memarut

grill : memanggang

level : menakar

layer : melapiskan

melt : meleleh

pinch : menjumput

pour : menuangkan

scramble : mengaduk

serve : menghidangkan

#### Vocabulary 11 "Cuaca alias weather"

cloudy : mendung

sunny : cerah

windy : berangin

rainy : hujan

foggy : berkabut

snowy : bersalju

stormy : badai

#### Vocabulary 12 "Vegetable vocabulary"

lettuce : selada

cabbage : kubis

cauliflower : bung kol

broccoli : brokoli

eggplant : terong

beetroot : akar bit

bell pepper : paprika

garlic : bawang putih

#### Video 13 "Rambu lalu lintas"

bend to left : sedikit belok kiri

turn right a head : belok kanan di depan

roundabout : bundaran

parking lot : tempat parkir

merge : jalan digabung

slippery road : jalan licin

uneven road : jalan tidak rata

#### Video 14 "Sopan vs Santuy"

children = kids

terminate = end

verify = check

however = but

select = choose

purchase = buy

#### Video 15 "Nama hewan & anaknya"

chicken : chick

cat : kitten

cow : calf

deer : fawn

horse : foal

kangaroo : joey

## Appendix IV

### RESEARCH SCHEDULE

MARCH 2023						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Pre-test	14	15	16	17	18
19	20 Treatment Experiment group	21	22	23	24	25
26	27 Conventional Controlled group	28	29	30	31 Treatment Experiment group	1
2	3 Conventional Controlled group	4	5	6	7 Treatment Experiment group	8
9	10 Conventional Controlled group	11	12	13	14	15

Notes:

13th March : Conducting pre-test for each group

20th March : Applying first treatment for the experimental group

27th March : Teaching Control Group using conventional method for the first meeting

31st March : Applying second treatment for the experimental group

3th April : Teaching Control Group using conventional method for the second meeting

7th April : Applying third treatment for the experimental group

10th April : Teaching Control Group using conventional method for the third meeting

29th Mei : Conducting post-test for each group



**Appendix V**  
**LESSON PLAN**  
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(EXPERIMENTAL GROUP)**

Nama : Ismi Fauziah Hanum  
 Satuan Pendidikan: MAN 1 Jember  
 Mata Pelajaran : Bahasa Inggris/ Personal Letter  
 Kelas/ Semester : XI PK 2/ Genap  
 Alokasi Waktu : 2 x 40 menit (meeting 1)

**A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianut.

KI2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan sari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi dasar**

Kompetensi dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Membedakan dan mengidentifikasi fungsi sosial dan struktur teks dari surat pribadi sesuai dengan konteks penggunaannya 3.6.2. Menganalisis struktur dan kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.3. Memahami arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.4. Mengingat arti, sinonim, dan

	antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya
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### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui arti teks sederhana berbentuk personal letter.
- Peserta didik mampu mengingat isi dari teks sederhana personal letter.
- Peserta didik mampu menulis teks sederhana dalam bentuk personal teks

### D. Materi Pembelajaran

- Personal letter is an informal letter written message between friends, relatives, and acquaintances. Commonly, the content of personal letter is about personal feelings, thoughts, or experiences, which are meant to be read by a specific person.
- Fungsi sosial: menjalani hubungan antar pribadi dengan bertegur sapa dan memberi kabar pribadi kepada teman/ guru secara tertulis dan memberi informasi kepada teman/ guru.
- Struktur teks: date, address, salutation/ greeting, body (introduction (this is the opening of a letter, it may include greetings like, how are you?), content (this is a main part of a letter, it includes the message that the writer wants to tell the recipient), closing (this part indicates the letter is going to end)), complimentary close, sender, signature, and postscript.
- Unsur kebahasaan
  - Focus on exchanging personal current news, feelings, and conditions
  - Use of pronouns, simple present tense, and past tense
  - Use of date and address
  - Informal greetings or salutations
  - Singular and plural nouns with or without a, the, this, those, my, their, etc.
  - Speech, word stress, intonation, spelling, punctuation, and handwriting
  - Active voice.
- Topic: Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan lainnya.

### E. Pendekatan, Strategi, dan Metode Pembelajaran

- Pendekatan : Scientific approach
- Method : Discovery learning

### F. Media/ Alat, Bahan dan Sumber Belajar

- **Media/ Alat**
  - White board

- Marker
- Alat Tulis
- LCD Projector
- Laptop
- Paper
- Sumber Belajar
  - Buku Paket peserta didik (Mandiri English on Target), dan Buku Panduan Kisi-Kisi Bahasa Inggris KTSP

### G. Proses Belajar dan Mengajar

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama (menghayati ajaran agama). b. Memeriksa kehadiran peserta didik. c. Mereview materi yang telah disampaikan di pertemuan sebelumnya. d. Menginformasikan tujuan yang akan dicapai selama pembelajaran. e. Guru menjelaskan tentang akun Instagram Jago Bahasa yang akan digunakan sebagai media pembelajaran. f. Guru mendeskripsikan terkait video tentang vocabulary dari akun Instagram Jago Bahasa.	5 menit
Kegiatan Inti	Mengamati g. Guru menayangkan video tentang vocabulary dari akun Instagram Jago Bahasa sebanyak 6 video tentang vocabulary meaning (video dapat dilihat di appendix V). h. Peserta didik mengamati dan menyimak beberapa contoh vocabulary meaning yang ditayangkan di dalam video Jago Bahasa oleh guru melalui LCD proyektor. i. Peserta didik dilarang menulis vocabulary yang ditayangkan di dalam video. j. Guru akan memberikan jeda di setiap video untuk membantu peserta didik dalam mengingat vocabulary. k. Guru menanyakan kepada seluruh peserta didik tentang beberapa vocabulary yang telah	70 menit

	<p>ditayangkan disetiap jeda video.</p> <p>Contoh:  “Apa bahasa Inggris dari kata mendung?”  “apa arti kata dari anak rusa?”</p> <p>l. Peserta didik menjawab pertanyaan guru mengenai isi vocabulary yang ada di dalam video secara spontan, bersamaan dan sesuai dengan kemampuan ingatannya.</p> <p>Menanya</p> <p>m. Dengan bimbingan dan arahan guru peserta didik menanyakan pertanyaan mengenai materi terkait.</p> <p>Contoh:  “Apakah videonya perlu diulang kembali?”</p> <p>Mengumpulkan informasi</p> <p>n. Guru membagi peserta didik ke dalam kelompok berisi 4-5 peserta didik dengan cara berhitung.</p> <p>o. Guru memberikan reinforced material pada peserta didik dengan menggunakan buklet (buklet dapat dilihat di appendix VIII).</p> <p>p. Peserta didik diperbolehkan untuk berdiskusi anggota kelompoknya mengenai reinforced material berupa buklet tersebut untuk dapat menjawab pertanyaan didalam buklet.</p> <p>q. Peserta didik dilarang menulis vocabulary di dalam buklet.</p> <p>r. Peserta didik akan diberikan waktu selama 2 menit setiap bukletnya untuk mengumpulkan dan mengingat vocabulary di dalam buklet.</p> <p>s. Setiap 2 menit, buklet akan diarahkan ke grup lainnya untuk bertukar informasi.</p> <p>Mengasosiasi</p> <p>t. Guru memberikan sebuah permainan untuk memastikan penerimaan vocabulary peserta didik.</p> <p>u. Guru meminta peserta didik dalam grup untuk menuliskan kembali vocabulary dan meaning yang terdapat dalam video yang peserta didik ingat.</p>	
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	<p>v. Peserta didik dapat bekerjasama dengan kelompoknya dalam menulis vocabulary.</p> <p>w. Peserta didik dilarang menyontek pada kelompok lain.</p> <p>x. Guru akan memberikan durasi waktu bagi peserta didik dalam menulis vocabulary yang mereka ingat.</p> <p>y. Bagi kelompok yang dapat menulis vocabulary yang lain, selain di dalam buklet, maka akan mendapatkan score lebih.</p> <p>z. Bagi kelompok yang paling banyak menulis vocabulary dengan benar akan mendapatkan apresiasi dari guru.</p>	
Penutup	<p>a. Peserta didik dan guru bersama-sama menghitung score terbanyak dari kegiatan tersebut.</p> <p>b. Guru menutup pembelajaran dengan berdo'a sesuai keyakinan masing-masing.</p>	5 menit

#### H. Rubrik Penilaian

- Efektif : Aktifitas dan Kerjasama Kelompok
- Kognitif : Groups' Activity

Jember, 5 Februari 2023

Mengetahui

Guru Pamong

Dosen Pembimbing

Peneliti 1

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Ismi Fauziah Hanum  
Peneliti

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(EXPERIMENTAL GROUP)**

Nama : Ismi Fauziah Hanum  
Satuan Pendidikan: MAN 1 Jember  
Mata Pelajaran : Bahasa Inggris/ Personal Letter  
Kelas/ Semester : XI PK 2/ Genap  
Alokasi Waktu : 2 x 40 menit (meeting 2)

**A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianut.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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**B. Kompetensi dasar**

Kompetensi dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Membedakan dan mengidentifikasi fungsi sosial dan struktur teks dari surat pribadi sesuai dengan konteks penggunaannya 3.6.2. Menganalisis struktur dan kosa kata di dalam teks personal letter pribadi sesuai dengan konteks penggunaannya 3.6.3. Memahami arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.4. Mengingat arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui arti teks sederhana berbentuk personal letter.
- Peserta didik mampu mengingat isi dari teks sederhana personal letter.
- Peserta didik mampu menulis teks sederhana dalam bentuk personal teks

### D. Materi Pembelajaran

- Personal letter is an informal letter written message between friends, relatives, and acquaintances. Commonly, the content of personal letter is about personal feelings, thoughts, or experiences, which are meant to be read by a specific person.

### E. Pendekatan, Strategi, dan Metode Pembelajaran

- Pendekatan : Scientific approach
- Method : Discovery learning

### F. Media/ Alat, Bahan, dan Sumber Belajar

- **Media/ Alat**
  - White board
  - Marker
  - Alat Tulis
  - LCD Projector
  - Laptop
  - Paper
- **Sumber Belajar**
  - Buku Paket peserta didik (Mandiri English on Target), dan Buku Panduan Kisi-Kisi Bahasa Inggris KTSP

### G. Proses Belajar dan Mengajar

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama (menghayati ajaran agama). b. Memeriksa kehadiran peserta didik. c. Rievew materi pada minggu lalu. d. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).	5 menit
Kegiatan Inti	Mengamati e. Guru menayangkan 9 video tentang synonym dan antonym vocabulary dari akun Instagram Jago Bahasa (video dapat dilihat di appendix	70 menit

	<p>VI).</p> <p>f. Guru akan memberikan jeda di setiap video untuk membantu peserta didik mengingat vocabulary.</p> <p>g. Peserta didik mengamati dan menyimak beberapa contoh antonym dan synonym vocabulary yang ditayangkan di dalam video Jago Bahasa oleh guru melalui LCD proyektor.</p> <p>h. Guru menanyakan kepada seluruh peserta didik tentang beberapa vocabulary yang telah ditayangkan disetiap jeda video.</p> <p>Contoh:  “Apa synonym dari kata complex?”  “Apa antonym dari kata beauty?”</p> <p>i. Peserta didik menjawab pertanyaan guru mengenai isi vocabulary yang ada di dalam video secara spontan, bersamaan dan sesuai dengan kemampuan ingatannya.</p> <p>Menanya</p> <p>j. Dengan bimbingan dan arahan guru peserta didik menanyakan pertanyaan mengenai materi terkait.</p> <p>Contoh:  “Apakah video perlu di putar ulang?”</p> <p>Mengasosiasi</p> <p>k. Berdasarkan kelompok yang telah dibentuk di pertemuan sebelumnya, guru meminta peserta didik untuk duduk berbaris sesuai kelompoknya.</p> <p>l. Guru akan memberikan sebuah quiz untuk memastikan penerimaan vocabulary peserta didik.</p> <p>m. Guru akan membacakan vocabulary seperti yang ditayangkan dalam video pada peserta didik.</p> <p>n. Peserta didik diberikan durasi untuk menjawab setiap pertanyaan yang diberikan.</p> <p>o. Peserta didik dapat bekerjasama dengan anggota kelompoknya untuk menjawab</p>	
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	<p>pertanyaan guru.</p> <p>p. Bagi peserta didik yang berbaris dipaling belakang memiliki kesempatan pertama untuk mengutarakan opininya mengenai jawaban pertanyaan kepada anggota kelompok yang berada dibarisan lebih depan.</p> <p>q. Peserta didik dapat mengacungkan tangan saat akan menjawab pertanyaan guru.</p> <p>r. Bagi peserta didik yang paling cepat mengacungkan tangan dan menunjukan jawaban di atas kertas yang telah disediakan, maka akan diberikan kesempatan untuk menjawab pertanyaan.</p> <p>s. Tiap kelompok yang paling banyak menjawab quiz dengan benar akan diberikan apresiasi.</p>	
Penutup	<p>t. Peserta didik dan guru bersama-sama menghitung score terbanyak dan memnentukan pemenang dari permainan games.</p> <p>u. Guru menutup pembelajaran dengan berdo'a sesuai keyakinan masing-masing.</p>	5 menit

#### H. Rubrik Penilaian

- Efektif : Aktifitas dan kerjasama kelompok
- Kognitif : Quiz

UNIVERSITAS ISLAM NEGERI  
Jember, 6 Februari 2023

KIAI HAJI ACHMAD SIDDIQ  
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Peneliti

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Ismi Fauziah Hanum  
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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
(EXPERIMENTAL GROUP)**

Nama : Ismi Fauziah Hanum  
Satuan Pendidikan: MAN 1 Jember  
Mata Pelajaran : Bahasa Inggris/ Personal Letter  
Kelas/ Semester : XI PK 2/ Genap  
Alokasi Waktu : 2 x 40 menit (meeting 3)

**A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianut.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan sari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi dasar**

Kompetensi dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Membedakan dan mengidentifikasi fungsi sosial dan struktur teks dari surat pribadi sesuai dengan konteks penggunaannya 3.6.2. Menganalisis struktur dan kosa kata di dalam teks personal letter pribadi sesuai dengan konteks penggunaannya 3.6.3. Memahami arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.4. Mengingat arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui arti teks sederhana berbentuk personal letter.
- Peserta didik mampu mengingat isi dari teks sederhana personal letter.
- Peserta didik mampu menulis teks sederhana dalam bentuk personal teks

### D. Materi Pembelajaran

- Personal letter is an informal letter written message between friends, relatives, and acquaintances. Commonly, the content of personal letter is about personal feelings, thoughts, or experiences, which are meant to be read by a specific person.
- Fungsi sosial: menjalani hubunga antar pribadi dengan bertegur sapa dan memberi kabar pribadi kepada teman/ guru secara tertulis dan memberi informasi kepada teman/ guru.
- Struktur teks: date, address, salutation/ greeting, body (introduction (this is the opening of a letter, it may include greetings like, how are you?), content (this is a main part of a letter, it includes the message that the writer wants to tell the recipient), closing (this part indicates the letter is going to end)), complimentary close, sender, signature, and postscript.

### E. Pendekatan, Strategi, dan Metode Pembelajaran

- Pendekatan : Scientific approach
- Method : Discovery learning

### F. Media/ Alat, Bahan, dan Sumber Belajar

- **Media/ Alat**
  - White board
  - Marker
  - Alat Tulis
  - Paper
- **Sumber Belajar**
  - Buku Paket peserta didik (Mandiri English on Target), dan Buku Panduan Kisi-Kisi Bahasa Inggris KTSP

### G. Proses Belajar dan Mengajar

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama (menghayati ajaran agama). b. Memeriksa kehadiran peserta didik. c. Menginformasikan tujuan yang akan dicapai	5 menit

	selama pembelajaran (rasa ingin tahu).	
Kegiatan Inti	Mengkomunikasikan d. Peserta didik diingatkan kembali secara singkat mengenai pembahasan dipertemuan sebelumnya. e. Guru meminta peserta didik untuk membuat teks personal letter dengan menggunakan vocabulary yang telah dipelajari dengan thema yang telah ditentukan yaitu, “Daily activity”.	70 menit
Penutup	f. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi terkait Personal Letter g. Peserta didik dan guru melakukan refleksi manfaat dari kegiatan belajar mengajar terkait materi h. Guru menutup pembelajaran dengan berdo’a sesuai keyakinan masing-masing	5 menit

#### H. Rubrik Penilaian

- Efektif : Pemahaman materi, dan Aktifitas
- Kognitif : Personal letter text

Jember, 7 Februari 2023

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Ismi Fauziah Hanum  
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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(CONTROL GROUP)**

Nama : Ismi Fauziah Hanum  
Satuan Pendidikan: MAN 1 Jember  
Mata Pelajaran : Bahasa Inggris/ Personal Letter  
Kelas/ Semester : XI PK 2/ Genap  
Alokasi Waktu : 2 x 40 menit (meeting 1)

**A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianut.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan sari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi dasar**

Kompetensi dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Membedakan dan mengidentifikasi fungsi sosial dan struktur teks dari surat pribadi sesuai dengan konteks penggunaannya 3.6.2. Menganalisis struktur dan kosa kata di dalam teks personal letter surat pribadi sesuai dengan konteks penggunaannya 3.6.3. Memahami arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.4. Mengingat arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya

### **C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui arti teks sederhana berbentuk personal letter.
- Peserta didik mampu mengingat isi dari teks sederhana personal letter.
- Peserta didik mampu menulis teks sederhana dalam bentuk personal teks

### **D. Materi Pembelajaran**

- Personal letter is an informal letter written message between friends, relatives, and acquaintances. Commonly, the content of personal letter is about personal feelings, thoughts, or experiences, which are meant to be read by a specific person.
- Fungsi sosial: menjalani hubungan antar pribadi dengan bertegur sapa dan memberi kabar pribadi kepada teman/ guru secara tertulis dan memberi informasi kepada teman/ guru.
- Struktur teks: date, address, salutation/ greeting, body (introduction (this is the opening of a letter, it may include greetings like, how are you?), content (this is a main part of a letter, it includes the message that the writer wants to tell the recipient), closing (this part indicates the letter is going to end)), complimentary close, sender, signature, and postscript.
- Unsur kebahasaan
  - Focus on exchanging personal current news, feelings, and conditions
  - Use of pronouns, simple present tense, and past tense
  - Use of date and address
  - Informal greetings or salutations
  - Singular and plural nouns with or without a, the, this, those, my, their, etc.
  - Speech, word stress, intonation, spelling, punctuation, and handwriting
  - Active voice.
- Topic: Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan lainnya.

### **E. Pendekatan, Strategi, dan Metode Pembelajaran**

- Pendekatan : Pendekatan konvensional
- Method : Lecturing method

### **F. Media/ Alat, Bahan, dan Sumber Belajar**

- **Media/ Alat**
  - White board
  - Marker
  - Alat Tulis

- Paper
- Teks Personal Letter
- Sumber Belajar
  - Buku Paket peserta didik (Mandiri English on Target), dan Buku Panduan Kisi-Kisi Bahasa Inggris KTSP

#### G. Proses Belajar dan Mengajar

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama (menghayati ajaran agama). b. Memeriksa kehadiran peserta didik. c. Mereview materi terkait dengan Personal Letter menggunakan buku paket yang digunakan d. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).	10 menit
Kegiatan Inti	Menjelaskan e. Guru menjelaskan kembali mengenai materi terkait. f. Guru memberikan contoh terkait materi berupa sebuah teks personal letter dan menganalisa vocabulary didalamnya secara bersamaan seperti menemukan arti dari setia kata dan menemukan beberapa synonym dan antonym dari beberapa kata asing.  Mengamati g. Peserta didik mengamati dan menyimak beberapa contoh dari materi terkait yang diberikan oleh guru.  Menanya h. Dengan bimbingan guru peserta didik menanyakan pertanyaan mengenai materi terkait.  Mengasosiasi i. Guru membentuk peserta didik menjadi beberapa group yang terdiri dari 4-5 peserta didik. j. Guru memberikan teks personal letter pada setiap group (teks personal letter dapat dilihat di appendix VII).	60 menit

	k. Guru memberikan peserta didik pekerjaan rumah yaitumenganalisa teks personal letter yang diverikan oleh guruseperti: arti, synonym, dan antonym dari beberapa dari beberapa kata yang telah diberi tanda.	
Penutup	l. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi terkait Personal Letter. m. Guru menutup pembelajaran dengan berdo'a sesuai kayakinan masing-masing	10 enit

#### H. Rubrik Penilaian

- Efektif : Disiplin, aktifitas, dan kerjasama kelompok
- Kognitif : Tugas menganalisa teks personal letter

Jember, 8 Februari 2023

Mengetahui  
Guru Pamong

Dosen Pembimbing

Peneliti

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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(CONTROL GROUP)**

Nama : Ismi Fauziah Hanum  
Satuan Pendidikan: MAN 1 Jember  
Mata Pelajaran : Bahasa Inggris/ Personal Letter  
Kelas/ Semester : XI PK 2/ Genap  
Alokasi Waktu : 2 x 40 menit (meeting2)

**A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianut.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan sari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi dasar**

Kompetensi dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Membedakan dan mengidentifikasi fungsi sosial dan struktur teks dari surat pribadi sesuai dengan konteks penggunaannya 3.6.2. Menganalisis struktur dan kosa kata di dalam teks personal letter surat pribadi sesuai dengan konteks penggunaannya 3.6.3. Memahami arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.4. Mengingat arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui arti teks sederhana berbentuk personal letter.
- Peserta didik mampu mengingat isi dari teks sederhana personal letter.
- Peserta didik mampu menulis teks sederhana dalam bentuk personal teks

### D. Materi Pembelajaran

- Personal letter is an informal letter written message between friends, relatives, and acquaintances. Commonly, the content of personal letter is about personal feelings, thoughts, or experiences, which are meant to be read by a specific person.

### E. Pendekatan, Strategi, dan Metode Pembelajaran

- Pendekatan : Pendekatan konvensional
- Method : Explanation method

### F. Media/ Alat, Bahan, dan Sumber Belajar

- **Media/ Alat**
  - White board
  - Marker
  - Alat Tulis
  - Paper
  - Teks Personal Letter
  - Laptop
  - LCD Projector
- **Sumber Belajar**
  - Buku Paket peserta didik (Mandiri English on Target), dan Buku Panduan Kisi-Kisi Bahasa Inggris KTSP

### G. Proses Belajar dan Mengajar

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama (menghayati ajaran agama). b. Memeriksa kehadiran peserta didik. c. Mereview ulang materi terkait dengan Personal Letter menggunakan buku paket yang digunakan. d. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu). e. Guru mereview ulang materi terkait.	10 menit
Kegiatan Inti	Mengasosiasi f. Guru meminta peserta didik untuk duduk bersama	60 menit

	<p>anggota kelompok yang telah dibentuk</p> <p>g. Guru memintapeserta didik untuk mencari synonym dan antonym dari kata yang telah ditandai di dalam personal teks yang telah guru berikan sebelumnya</p> <p>h. Guru meminta siswa untuk mempresentasikan hasil analisis teks personal letternya di depan kelas</p> <p>Mengevaluasi</p> <p>i. Peserta didik dan guru membahas hasil diskusi atau kerja kelompok yang telah dilakukan</p>	
Penutup	<p>j. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi terkait Personal Letter</p> <p>k. Guru menutup pembelajaran dengan berdo'a sesuai keyakinan masing-masing</p>	10 menit

#### H. Rubrik Penilaian

- Efektif : Disiplin, aktifitas dan kerjasama kelompok
- Kognitif : Presentasihasil analisa personal letter

Jember, 9 Februari 2023

Mengetahui  
Guru Pamong

Dosen Pembimbing

Peneliti

UNIVERSITAS ISLAM NEGERI  
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Ismi Fauziah Hanum  
NIM: T20196094

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### (CONTROL GROUP)

Nama : Ismi Fauziah Hanum  
Satuan Pendidikan: MAN 1 Jember  
Mata Pelajaran : Bahasa Inggris/ Personal Letter  
Kelas/ Semester : XI PK 2/ Genap  
Alokasi Waktu : 2 x 40 menit (meeting3)

#### A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianut.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan sari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi dasar

Kompetensi dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Membedakan dan mengidentifikasi fungsi sosial dan struktur teks dari surat pribadi sesuai dengan konteks penggunaannya 3.6.2. Menganalisis struktur dan kosa kata di dalam teks personal letter surat pribadi sesuai dengan konteks penggunaannya 3.6.3. Memahami arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya 3.6.4. Mengingat arti, sinonim, dan antonim dari kosa kata di dalam teks personal letter sesuai dengan konteks penggunaannya

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui arti teks sederhana berbentuk personal letter.
- Peserta didik mampu mengingat isi dari teks sederhana personal letter.
- Peserta didik mampu menulis teks sederhana dalam bentuk personal teks

### D. Materi Pembelajaran

- Personal letter is an informal letter written message between friends, relatives, and acquaintances. Commonly, the content of personal letter is about personal feelings, thoughts, or experiences, which are meant to be read by a specific person.
- Fungsi sosial: menjalani hubunga antar pribadi dengan bertegur sapa dan memberi kabar pribadi kepada teman/ guru secara tertulis dan memberi informasi kepada teman/ guru.

### E. Pendekatan, Strategi, dan Metode Pembelajaran

- Pendekatan : Pendekatan Konvensional
- Method : Explanation method

### I. Media/ Alat, Bahan, dan Sumber Belajar

- **Media/ Alat**
  - White board
  - Marker
  - Alat Tulis
  - Paper
  - Teks Personal Letter
  - Laptop
  - LCD Projector
- Sumber Belajar

F. Buku Paket peserta didik (Mandiri English on Target), dan Buku Panduan Kisi-Kisi Bahasa Inggris KTSP

### G. Proses Belajar dan Mengajar

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama (menghayati ajaran agama). b. Memeriksa kehadiran peserta didik. c. Mereview ulang materi terkait dengan Personal Letter. d. Menginformasikan tujuan yang akan dicapai	10 menit

	selama pembelajaran (rasa ingin tahu).	
Kegiatan Inti	<p>Mengasosiasi</p> <p>i. Peserta didik diingatkan kembali secara singkat mengenai materi dipertemuan sebelumnya.</p> <p>j. Guru meminta peserta didik untuk membuat teks personal letter.</p> <p>Mengkomunikasikan</p> <p>e. Peserta didik diharapkan dapat menggunakan vocabulary dalam context.</p>	60 menit
Penutup	<p>f. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi terkait Personal Letter</p> <p>g. Peserta didik dan guru melakukan refleksi manfaat dari kegiatan belajar mengajar terkait materi</p> <p>h. Guru menutup pembelajaran dengan berdo'a sesuai keyakinan masing-masing</p>	10 menit

#### H. Rubrik Penilaian

- Efektif : Disiplin, aktifitas, dan diskusi
- Kognitif : Post-test


Jember, 10 Februari 2023


Mengetahui  
Guru Pamong


Dosen Pembimbing

Peneliti

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

  
 Wahyu Kirana Dewi, S.Pd  
 NIP: 197709082007102003

  
 Febrina Rizky Agustina, MPd  
 NIP: 199502212019032011

  
 Ismi Fauziah Hanum  
 NIM: T20196094

Appendix VI

**KISI-KISI INSTRUMENT TEST VOCABULARY**

Mata Pelajaran : Bahasa Inggris Waktu : 40 menit  
 Kelas/Semester : XI/2 Jumlah Soal : 25  
 Penyusun Kisi-Kisi : Ismi Fauziah Hanum

No	Kompetensi Dasar	Indikator Soal	Soal	Bentuk Tes	No. Soal
1	3.6 Menerima informasi terkait kosakata baru, memahami kosakata tersebut, memahami sinonim dan antonim dari kosakata tersebut, dan menggunakannya dalam sebuah konteks.	Identifying the synonym of the vocabulary	Disajikan sebuah kalimat yang terdapat kata yang digarisbawahi, siswa dapat menentukan sinonim dari kata yang telah digarisbawahi.	PG	3, 5, 8, 11, 15, 19, 21, 23, 25
		Identifying the antonym of the vocabulary	Disajikan sebuah kalimat yang terdapat kata yang digarisbawahi, siswa dapat menentukan antonim dari kata yang telah digarisbawahi.	PG	1, 4, 6, 9, 13, 16, 18, 22, 24
		Identifying the meaning of the vocabulary	Disajikan sebuah kalimat, dialog dan gambar yang terdapat kata yang digarisbawahi, siswa dapat mengartikan kata yang telah digarisbawahi.	PG	2, 7, 10, 12, 14, 17, 20

**PENILAIAN**

NomorSoal	BobotSoal
1-25	4
JumlahSkorMaksimal	100

**KUNCI JAWABAN**

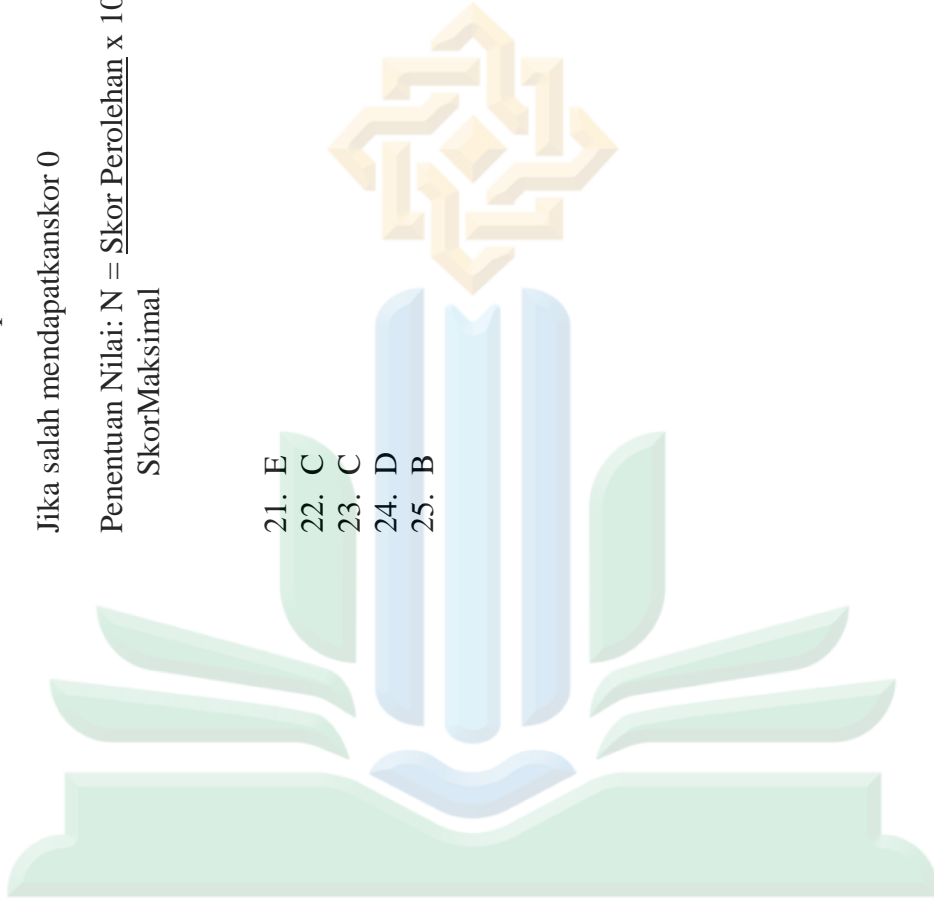
1. C
2. C
3. B
4. A
5. A
6. B
7. C
8. B
9. D
10. B
11. B
12. D
13. E
14. B
15. E
16. D
17. A
18. A
19. A
20. A

Jika benar mendapat skor 4

Jika salah mendapat skor 0

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

21. E
22. C
23. C
24. D
25. B



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JEMBER



## Appendix VII

### PRE-TEST AND POST-TEST INSTRUMENT

Name :

Class :

*Instruksi:*

*Dilarang mencoret soal atau menulis apapun di atas kertas soal*

*Jawaban ditulis di lembar jawaban yang telah disediakan*

*Tuliskan identitas dengan lengkap dan benar di lembar jawaban yang telah disediakan*

*Jawaban ditulis dengan huruf kapital dengan isi jawaban dari jawaban yang dipilih*

*Dilarang mengakses internet atau membuka buku*

Choose the correct answer by crossing a, b, c, d, or e!

1. My father raises foal in his hometown  
What is the meaning of the underlined word?

- a. Anaksapi
- b. Anakayam
- c. Anakkuda
- d. Anakdomba
- e. Anakkucing

2. The bathroom is the only room in the house that contains water, so it is extremely humid.

What is the antonym of the underlined word?

- a. Cool
- b. Cold
- c. Dry
- d. Wet
- e. Hot

3. The institution was established during the Covid-19 pandemic era.

What is the synonym of the underlined word?

- a. Found
- b. Set up
- c. Filled in
- d. Managed
- e. Asked for



4. © 2011 YegYES.COM What is the English word for the item showed in the picture?

- a. A cave
- b. A beach
- c. An ocean

- d. An island
- e. A mountain
- 5. Chief executive officer has purchased a company stock

What is the synonym of the underlined word?

- a. Buy
- b. Ask
- c. Take
- d. Discover
- e. Substitute
- 6. . . . . the beef for 20 minutes over medium heat

Please complete the sentence by choosing the correct answer!

- a. Slice
- b. Grill
- c. Cook
- d. Leave
- e. Seasoning

- 7. The official store will be having a huge sale next week

What is the antonym of the underlined word?

- a. Little
- b. Small
- c. Tiny
- d. Full
- e. Big

- 8. The machinist had terminated the trip at the next stop

What is the synonym of underlined word?

- a. Tried
- b. Ended
- c. Driven
- d. Executed
- e. Postponed



- 9. What weather does the picture show?

- a. Rainy
- b. Sunny
- c. Windy
- d. Cloudy
- e. Snowy

- 10. The Dormitory doesn't allow visitors at night.

What is the antonym of the underlined word?

- a. Request
- b. **Forbid**
- c. Accept
- d. Avoid

- e. Serve  
11. Dara: Who is she? She appears a strong woman

Mita: She is my aunty

What is the synonym of the underlined word?

- a. Sights
- b. Seems
- c. Forces
- d. Vision
- e. Becomes

12. Nata: what is Bela's activity today?

Dina: Bela is moving a heavy box today

What is the antonym of the underlined word?

- a. Bug
- b. Tiny
- c. Little
- d. Light
- a. Small



13. What is the English word for the traffic sign beside?

- a. Merge
- b. No entry
- c. Parking lot
- d. Uneven road
- e. Slippery road

14. A snake was recused using humane

What is the antonym of the underlined word?

- a. Anger
- b. Cruel
- c. Mistake
- d. Hardness
- e. Destroyed

15. My son very stubborn when it comes to follow my direction

What is the synonym of the underlined word?

- a. Anger
- b. Rebel
- c. Reject
- d. Oppose
- e. Obstinate



16. What is the English word for the traffic sign beside?

- a. Merge
- b. No entry
- c. Parking lot
- d. Uneven road
- e. Slippery road

17. We enjoyed the dinner and delighted in drinking and singing  
What is the antonym of the underlined word?

- a. Hate
- b. Throw
- c. Disgust
- d. Respect
- e. Stomach

18. Selada is one of the vegetables served in salads  
What is the English of the underlined word?

- a. Lettuce
- b. Cabbage
- c. Beetroot
- d. Eggplant
- e. Cauliflower

19. The dormitory has a complex regulation  
What is the synonym of the underlined word?

- a. Simple
- b. Lengthy
- c. Extensive
- d. Convenient
- a. Complicated

20. There is a nail on the rear cupboard  
What is the antonym of the underlined word?

- a. Front
- b. Under
- c. Above
- d. Beside
- e. Behind

21. I decided not to leave my pet home  
What is the synonym of the underlined word?

- a. Ask
- b. Tough
- c. Certainly
- d. Promised
- e. Determined



22. It's a cow. What is the English of the cub of a cow?

- a. Joey
- b. Foal

- c. Calf
- d. Fawn
- e. Kitten

23. My appointment is being postponed by me  
What is the synonym of the underlined word?

- a. Verify
- b. Decide
- c. Put off
- d. Definite
- e. Determine



24. It's a deer. What is the English word of the cub of a deer?

- a. Joey
- b. Foal
- c. Calf
- d. Fawn
- e. Kitten

25. Jessi: You are very fortunate to have found a nice car  
Mia: Yes, you are right Jessi

What is the synonym of the underlined word?

- a. Pesky
- b. Lucky
- c. Happy
- d. Useless
- e. Definite

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## Appendix VIII

### ANALYZE PERSONAL LETTER TEKS FOR CONTROL GROUP

Surabaya, 4th January 2019

Hello belle,

How are you? I hope this letter finds all of you in the best of health. I am also doing fine here. It has been a long time since you sent me a letter. So, I thought of writing a few lines to lessen my longing for you.

We just got back from our new year's holiday. We went to Jawa Timur Part 2. It was the place that I asked for my parents to go. It was an amazing place, so I think you have to visit it. How about you? Where do you go on holiday?

I want to share about my new year's holiday. I went there with my mommy, my dad, my sister, and my kitten. When we went there, there are a lot of people there. It looks full of people. There are also a lot of animal such as, horse, foal, rooster, kangaroo, lion, joey, chick, and others. We also purchased several types of meat and some vegetables such as, lettuce and bell pepper to be grilled on New Year's Eve. We are really enjoy our holiday.

Anyway, I hope we will have our new year's holiday next year.

Love,  
Tita.

Yasmine.

New York, 29 September, 2017

Dear my beloved friend Nabila,

Hello, Nabila! Thanks for your last letter. How are you? I hope you are healthy wherever you are. It's been five months since you decide to go to college in China. I know it's really hard for you and it will be a chalanging for you as you have to leave your family here. However to think about your future. I hope you enjoy your college there.

Anyway, I want to hear you talk about your day in China. Are the people there very humane, like in our country? Was the weather sunny or snowy there? What did you eat when you felt famished on the rainy days there? Did you eat some noodles? If you was here I would serve your favourite taste of noodle. What about your activities during the holidays? Do you also enjoy visiting waterfalls?

I am waiting for your letter,

Love,

Tita.

Jl. Jawa No. 30 Jember

27 January 2009

Dear Natasya

Natasya, sorry I haven't written to you for so long. We moved into a new apartment last month and we have been really busy for preparing our new house.

Last month we decided to move to our new house, which is in front of the lake. We really enjoy the scenery around our new house. When we are here, we feel like we are in heaven as we plant some kinds of flowers, such as roses, jasmine, tulips and others, in front of our house. It is also one of the favorite places to take our kittens.

There are a lot of rooms inside. I chose one of the front rooms to be used as my room. There is also an empty room. My mom requests that the room be used as a relaxing room that can be used for family events such as barbecues. Because, as you know, my mother really likes to grill several types of meat

when there is an event. She also plants some kinds of vegetables, such as lettuce, cabbage, chilli, and others, in that room.

We really enjoy living here. Do come over and have a look next time you are in the town. I'll wait.

Love,

Tamara

Explanation:

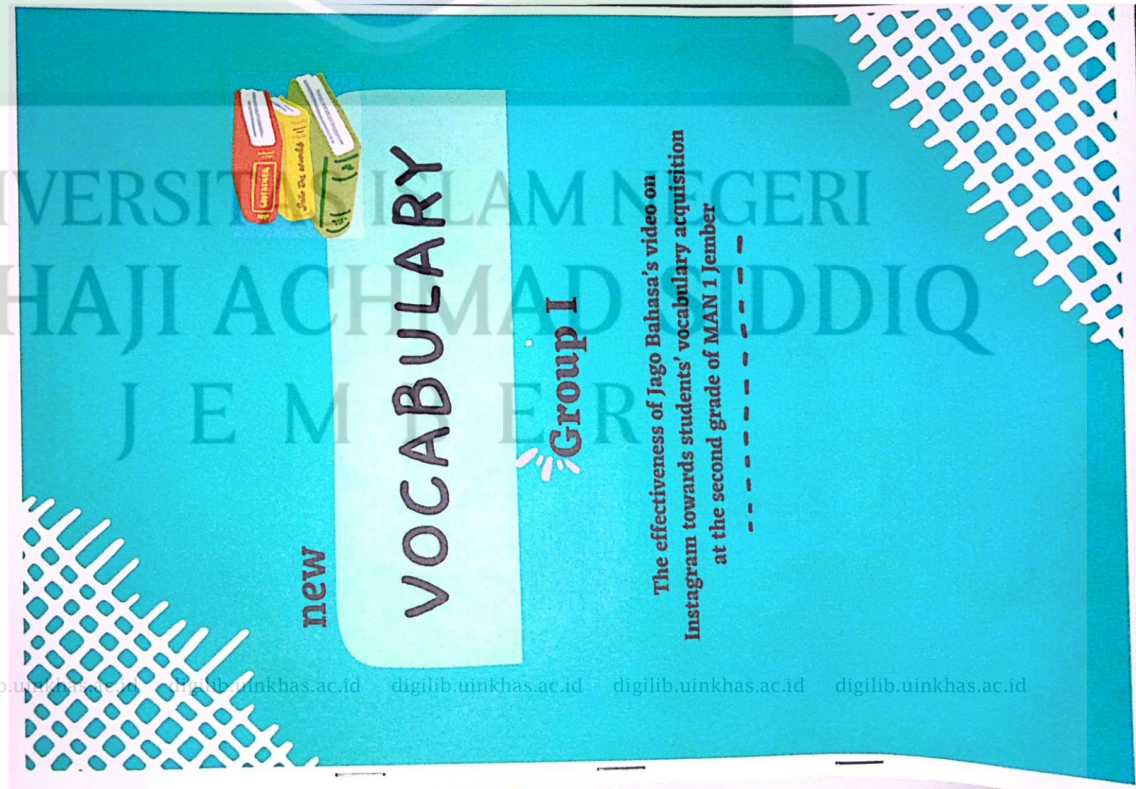
Red: meaning

Yellow: antonym

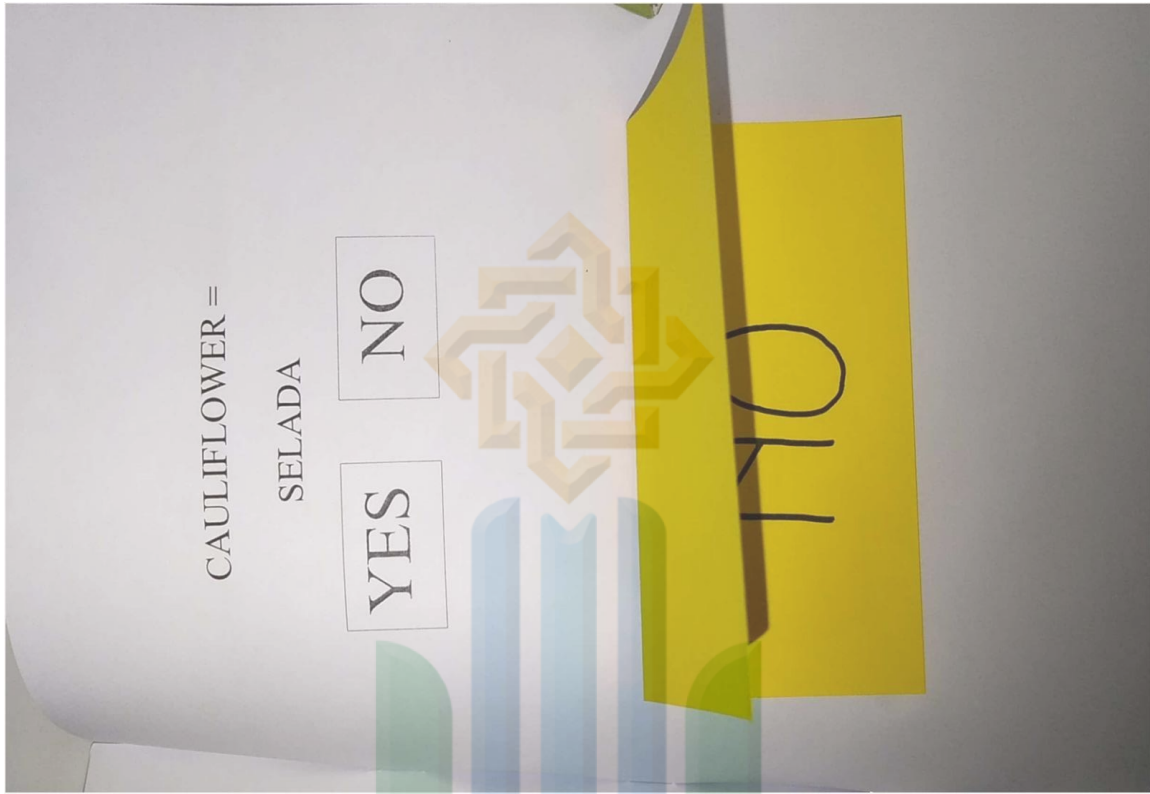
Green: synonym

Appendix IX

BOOKLET FOR EXPERIMENTAL GROUP







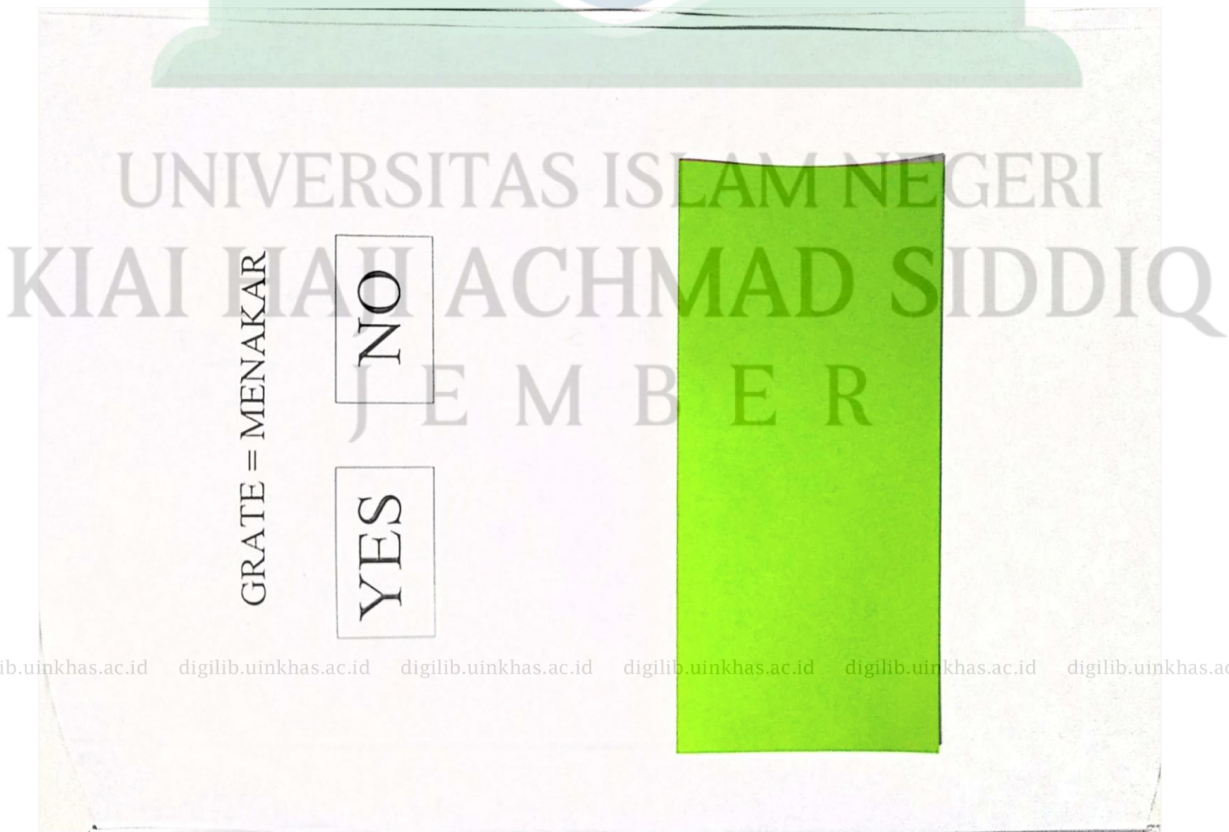
CAULIFLOWER =

SELADA

YES

NO

041



GRATE = MENAKAR

YES

NO

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BERKABUT = FROGGY

YES

NO



JALAN LICIN = UNEVEN ROAD

YES

NO

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FAWN = ANAK SAPI

YES

NO



new

# VOCABULARY

Group II

The effectiveness of Jago Bahasa's video on  
Instagram towards students' vocabulary acquisition  
at the second grade of MAN 1 Jember

STORMY = BADAI

YES

NO



SELADA = LETTUCE

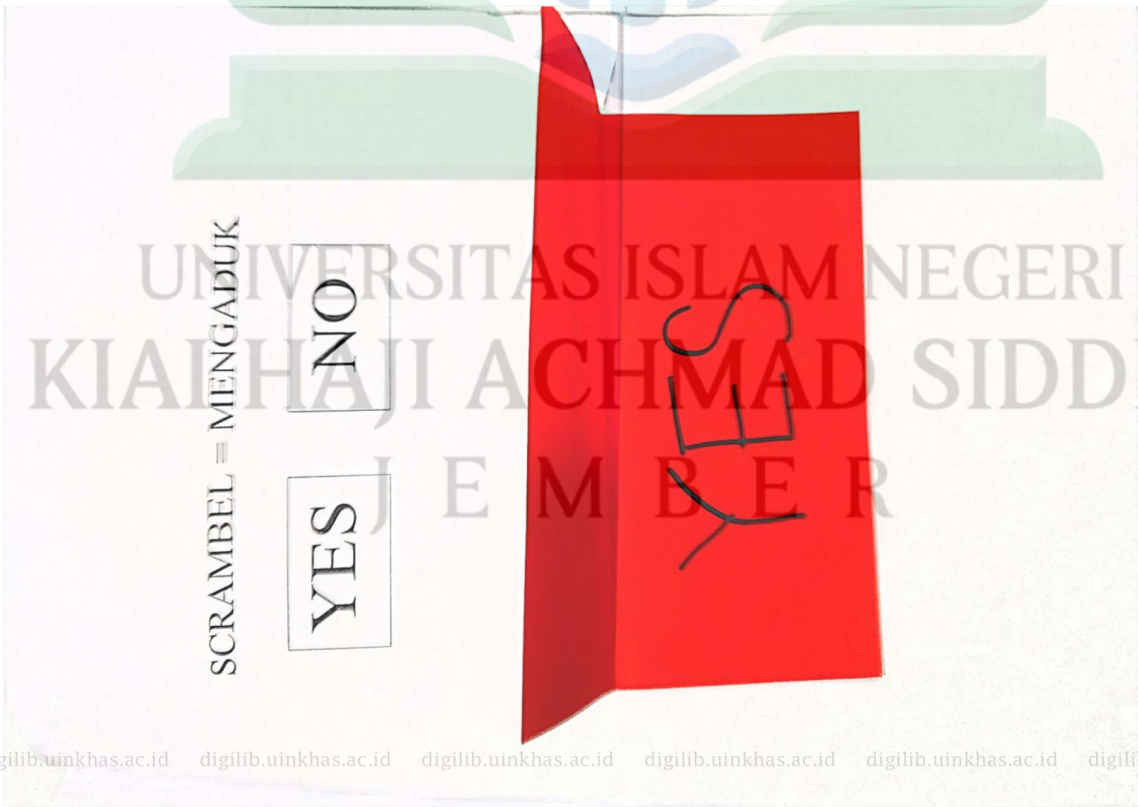
YES

NO



YES

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PINCH = MENAKAR

YES

NO



new

# VOCABULARY

Group III

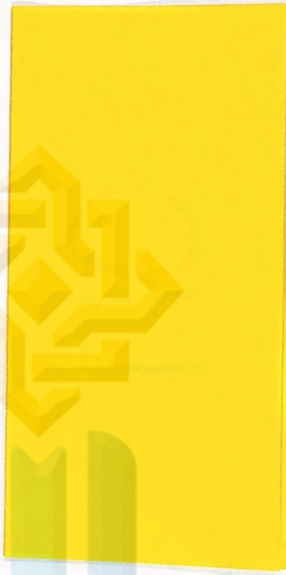
The effectiveness of Jago Bahasa's video on  
Instagram towards students' vocabulary acquisition  
at the second grade of MAN 1 Jember



BEND TO LEFT = SEDIKIT BELOK  
KE KANAN

YES

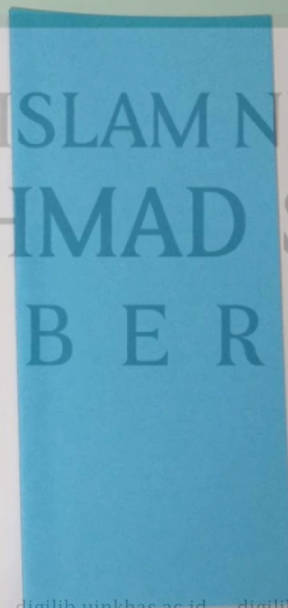
NO



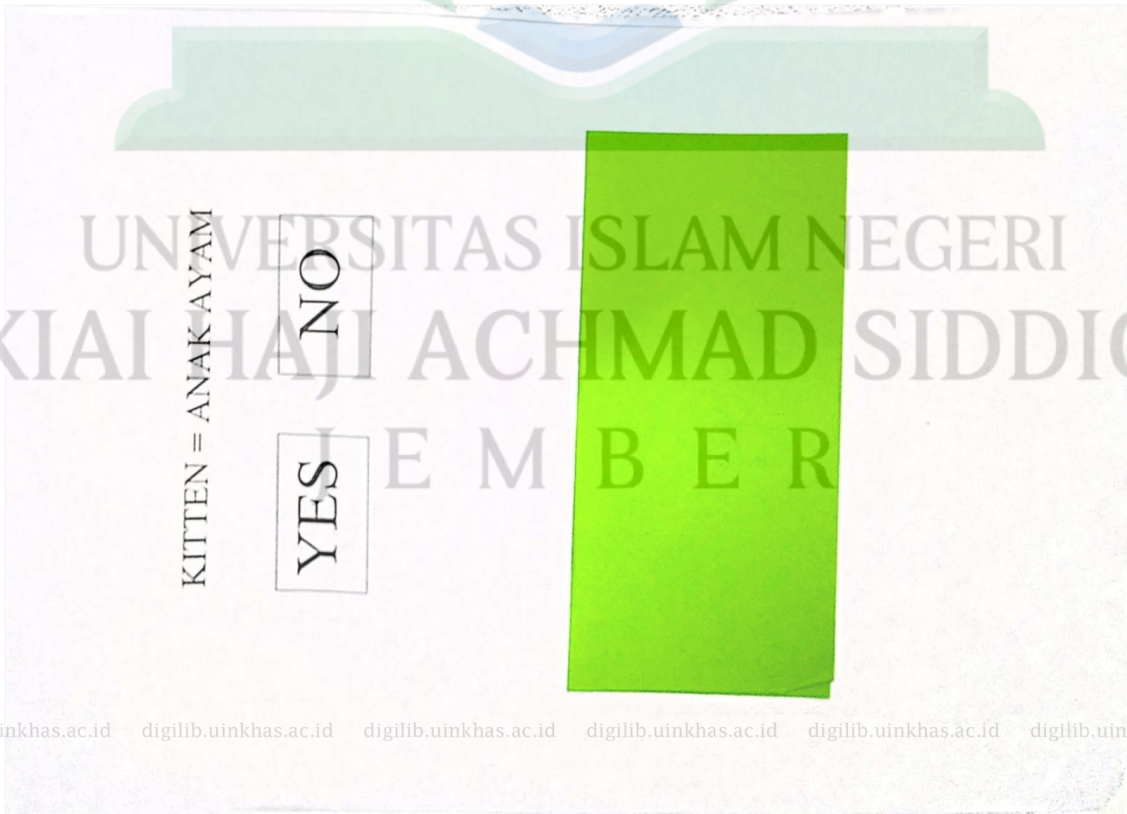
COAST = TEPI PANTAI

YES

NO



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## Appendix X

### TEST TRY OUT VALUE


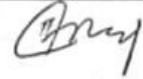





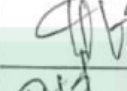
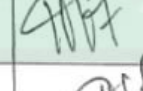

No	Name	Total	Score
1	Zakiyatus Sa'adah	22	88
2	Ahmad Zainal	15	60
3	Balqis Amalia	22	88
4	Aida Nilna Muna	18	72
5	Zulva Zakiyah Mustofa	12	48
6	Hanim Alfu Laila	22	88
7	Luna Susanti	18	72
8	Devi Nur Fadilah	18	72
9	Ananda Nurul Alfiah	18	72
10	Mila fauziah	21	84
11	Farha Yaqutina Marjani	13	52
12	Aqil Ahsanah	18	72
13	Maulidya Natasya Yogyantomo	22	88
14	Umami Jamilatul Qomariyah	12	48
15	Dzikrina Nabila	25	100
16	M. Zainullah	20	80

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## Appendix XI

### JOURNAL OF RESEARCH

#### THE EFFECTIVENESS OF JAGO BAHASA'S VIDEO ON INSTAGRAM TOWARDS STUDENTS' VOCABULARY ACQUISITION AT THE SECOND GRADE STUDENTS OF MAN 1 JEMBER

No	Time	Research Subject	Activity	Signature
1	13th March 2023	Administration of Correspondence	Submission of research permit	
2	15th March 2023	Deputy Head of Curriculum	Schedule consultation	
3	17th March 2023	Students of MANPK 2	Pre-test	
4	20th March 2023	Students (Experiment class)	Treatment	
5	31th March 2023	Students (Experiment class)	Treatment	
6	7th April 2023	Students (Experiment class)	Treatment	
7	27th March 2023	Students (Controlled class)	Treatment	
8	3th April 2023	Students (Controlled class)	Treatment	
9	10th April 2023	Students (Controlled class)	Treatment	
10	29th Mei 2023	Students of MANPK 2	Post test	

Jember 29th Mei 2023

Headmaster of MAN 1 Jember

Writer



Harwaruddin, M.Si.

NIP : 1965081994031002

Ismi Fauziah Hanum

NIM. T20196094

**Appedix XII**  
**DOCUMENTATION**

Experimental Group



The researcher applying the treatment to the experimental group



The students doing group activity



## Control Group



The students doing group assignment

Appendix XIII

PRE-TEST RESULTS OF EXPERIMENTAL GROUP

  
KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 1  
Jalan Imam Bonjol Nomor 50, Kalwates  
Telp: (0331) 4851091, Faksimil: (0331) 484653, Kode Pos: 66 Jember  
Email: [info@uinjember.ac.id](mailto:info@uinjember.ac.id)  
Website: [www.madrasahijazhar.sch.id](http://www.madrasahijazhar.sch.id)

Handwritten number: 70

Form fields:  
Nama : Dedy, Gersono, F., Kosmo  
Mata Pelajaran : English  
Kelas : XI IPA 2  
NIS : 210910  
No. Absen : 08  
Hari / Tanggal : Sunday, 7 March 2023

L. Lembar Jawaban Soal Pilihan Ganda

SHANGLAH SALAH SATU ABJAD (A, B, C, D ATAU E)

1	A	B	C	D	E	17	X	B	C	D	E	33	A	B	C	D	E		
2	A	B	C	D	E	18	X	A	B	C	D	E	34	A	B	C	D	E	
3	A	B	C	D	E	19	X	A	B	C	D	E	35	A	B	C	D	E	
4	X	B	C	D	E	20	X	A	B	C	D	E	36	A	B	C	D	E	
5	X	B	C	D	E	21	X	A	B	C	D	E	37	A	B	C	D	E	
6	X	A	B	C	D	E	22	X	A	B	C	D	E	38	A	B	C	D	E
7	X	A	B	C	D	E	23	X	A	B	C	D	E	39	A	B	C	D	E
8	X	A	B	C	D	E	24	X	A	B	C	D	E	40	A	B	C	D	E

H. Lembar Jawaban Soal Urutan

Handwritten number: 56

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 1  
Jalan Imam Bonjol Nomor 50, Kalwates  
Telp: (0331) 4851091, Faksimil: (0331) 484653, Kode Pos: 66 Jember  
Email: [info@uinjember.ac.id](mailto:info@uinjember.ac.id)  
Website: [www.madrasahijazhar.sch.id](http://www.madrasahijazhar.sch.id)

Form fields:  
Nama : Dedy, Gersono, F., Kosmo  
Mata Pelajaran : English  
Kelas : XI IPA 2  
NIS : 210910  
No. Absen : 10  
Hari / Tanggal : 17 March 2023

L. Lembar Jawaban Soal Pilihan Ganda

SHANGLAH SALAH SATU ABJAD (A, B, C, D ATAU E)

9	A	B	C	D	E	17	X	B	C	D	E	25	A	B	C	D	E		
10	A	B	C	D	E	18	X	A	B	C	D	E	26	A	B	C	D	E	
11	A	B	C	D	E	19	X	A	B	C	D	E	27	A	B	C	D	E	
12	X	B	C	D	E	20	X	A	B	C	D	E	28	A	B	C	D	E	
13	X	B	C	D	E	21	X	A	B	C	D	E	29	A	B	C	D	E	
14	X	A	B	C	D	E	22	X	A	B	C	D	E	30	A	B	C	D	E
15	X	A	B	C	D	E	23	X	A	B	C	D	E	31	A	B	C	D	E
16	X	A	B	C	D	E	24	X	A	B	C	D	E	32	A	B	C	D	E

H. Lembar Jawaban Soal Urutan

Blank dotted lines for handwritten answers.









Appendix Appendix XVII

RESEARCH PERMISSION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68138  
Website: [www.http://itik.uinkhas-jember.ac.id](http://itik.uinkhas-jember.ac.id) Email: [tarbiyah.lahjember@gmail.com](mailto:tarbiyah.lahjember@gmail.com)

Nomor : B-2890/ln.20/3.a/PP.009/06/2023  
Sifat : Biasa  
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 1 Jember  
Jl. Imam Bonjol No.50, Kaliwates Kidul, Kaliwates, Kec. Kaliwates, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196094  
Nama : ISMI FAUZIAH HANUM  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECTIVENESS OF JAGO BAHASA'S VIDEO ON INSTAGRAM TOWARDS STUDENTS' VOCABULARY ACQUISITION AT THE SECOND GRADE STUDENTS OF MAN 1 JEMBER" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Anwaruddin, M.Si.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Juni 2023

an Dekan,  
Wakil Dekan Bidang Akademik,



MASHUDI

Appendix XVIII

RESEARCH COMPLETION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol nomor 50, Telepon. 0331-485109 Jember  
E-mail: man1jember@yahoo.co.id  
Website: www.mansatujember.sch.id

**SURAT KETERANGAN PENELITIAN**

Nomor : 1150/Ma.13.32.01/PP.006/05/2023

Yang bertanda tangan di bawah ini :

Nama : Drs.Anwarudin, M.Si  
NIP : 196508121994031002  
Jabatan : Kepala  
Unit Kerja : MAN 1 Jember  
Instansi : Kementerian Agama

dengan ini menerangkan bahwa :

Nama : Ismi Fauziah Hanum  
Nim : T20196094  
Prodi : Tadris Bahasa Inggris FTIK UIN KHAS Jember

Benar benar telah selesai melakukan Penelitian di MAN 1 Jember. Dengan judul 'The effectiveness of jago bahasa's video on instagram towards students' vocabulary acquisition at the second grade students of MAN 1 Jember. Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.



Jember, 23 Mei 2023

Kepala Madrasah

Anwarudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

VALIDATION FORM OF TEST

Kepada Yth:

Ibu Ninuk Indrayani M.Pd

Dengan hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Ismi Fauziah Hanum

Nim : T20196084

Program studi : Bahasa Inggris

Judul skripsi : The Effectiveness of Jago Bahasa's Video on Instagram Towards Students' Vocabulary Acquisition at the Second Grade Students of MAN 1 Jember

Sehubungan dengan penyelesaian Tugas Akhir Skripsi (TAS) Perkenankanlah saya memohon bantuan ibu untuk menjadi ahli penilaian (judgment expert) dalam validasi instrument berupa test di dalam penelitian saya.

Demikian permohonan ini diajukan, atas perhatian dan kerja sama yang baik saya ucap

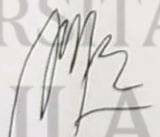
Jember, 13 Februari 2023

Mengetahui,

Ahli Materi

Hormat saya,

Tertanda

  
Ninuk Indrayani M.P.d.

NIP. 19802102009122002

  
Ismi Fauziah Hanum

NIM. T20196094

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator dalam pembelajaran vocabulary untuk siswa kelas XI?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>vocabulary test</i> yang terdiri dari identifying the synonym of the vocabulary, identifying the antonym of the vocabulary, and identifying the meaning of the vocabulary	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Catatan:

Soal sudah cukup baik dan mudah dipahami

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER



Jember, 12 Februari 2023

Validator

Ninuk Indrayani M.P.d.

NIP. 19802102009122002



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CURRICULUM VITAE



Name : IsmiFauziahHanum  
Date of Birth : Probolinggo, 31 Januari 2001  
Gender : Perempuan  
Religion : Islam  
Faculty : Faculty of Tarbiyah and Teacher Training  
University : State Islamic University Kiai Haji  
AchmadShiddiqJember

Address : Jl. KH. Hasan Genggong, RT. 01 RW. 01,

Kec.Sumbertaman, Kota Probolinggo

Alamat E-mail : [ismifauziahhanum@gmail.com](mailto:ismifauziahhanum@gmail.com)

### Educational background

1. 2005-2007 TK Kartini I
2. 2007-2013 SDN Sumbertaman I
3. 2013-2016 SMP DarulLughahWal Karomah
4. 2016-2019 MA DarulLughahWalKaromah
5. 2019-Sekarang UIN Kiai Haji AchmadShiddiqJember