CHAPTER I

INTRODUCTION

1.1 Background of Study

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

English is a language that is used to communicate between people to build social action. English is also the language that is always used throughout the world and is the language needed for international activities. English is completely different from the Indonesian language based on the system of structure, pronunciation, and vocabulary. English teaching involves four language skills, they are listening, speaking, reading and writing.

According to Widodo in the Kammer Sipayung's journal (2008: 88), "Writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas". Writing is one aspect of language skills that are programmed in the specific purpose of using language. The ability of someone in pouring his heart into writing is very different, influenced by the background of the author. Thus, the quality or quality of writing of each writer is also different from one another. However, one important thing that related to writing activities, a writer must have enough vocabulary to write, especially in English writing. Moreover, there are components in language pronunciation, grammar, and vocabulary. Vocabulary is one of the components of language.

According to Brown (1994: 3) Vocabulary is one of the important aspects of learning a foreign language. In general, when there is a lack of vocabulary, there will be less language. The success of a language is how we can master vocabulary. Especially when we learn languages out of habit or what we use every day. Vocabulary is one of the problems of learning English. Someone who wants to learn a foreign language always has problems in mastering vocabulary which makes learning English difficult.

Teaching writing is an activity where the focus is on something such as to get information. Teaching reading also processes learning in the class that the teacher give a lesson. Based on the writer's experience when conducting teacher training program (PPL), at 7 grades in SMP 13 Medan the writer found that students were full of enthusiasm while they were learning English, but the problem is that students don't have vocabulary mastery. The writer tried to speak with them by using English, but the students do not understand what the writer was talking about, the students do not express the sentence in English, the students always asked how to say the words in English. The writer also dictates the text of the subject matter and asks students to write it down, but students have difficulty in writing.

Students usually have a lot of problems in mastering English words. They have limited vocabulary to understand the meaning of the text, they cannot hear English words from the speaker, they cannot arrange their writing assignments successfully, and they have difficulty making some sentences in English. This problem makes them too difficult to communicate positively or productively in English. So, it can be concluded that vocabulary appears as the most difficult cause for students.

From the Preliminary Scores List Data in SMP N 13 MEDAN in Class 7, the researcher get an average score of students. Researchers provide vocabulary tests for students with 30

students. the average student gets a score of 30s that proves that the student's vocabulary is still low. Students still lack vocabulary. Therefore, the writer must apply appropriate and interesting ways to teach vocabulary. One method that can be used to solve problems in teaching English is to use the BBC's Video. One of the most important language components is vocabulary. His mastery will be very helpful when a student is learning a foreign language. As the authors conclude that the quality of students' language skills depends on the quality and quantity of vocabulary mastery. This research will present vocabulary teaching strategies for students. The teaching strategy that the author will use is the Video loop in the asset rule in the goal. By providing videos as a strategy for teaching vocabulary. The writer hopes that students will feel something fun that is different from what they use in class.

When teaching and learning activities are carried out, the authors also find a lot of student activities that take up time on the use of smartphones. the writer further explores what activities the students are doing. The authors consider that students have little interest in learning and make them lose their vocabulary because they cannot interact with the environment. Then from some of these reasons, the author uses the BBC's in Instagram media to increase students' vocabulary in learning English.

Moreover, the media which support vocabulary teaching such as dictionaries were not sufficient. As a result, students tend to find difficulties in learning vocabulary. It seemed that they were not interested in the lesson. When that teacher asked questions, no students answered. They answered the questions if only the teacher called their name and forced them to answer. In general, the students were passive in the classroom. Some students prefer who to find the meaning of words from the dictionary and save it in their memory.

Instagram is an online mobile photo-sharing, video-sharing, and social networking service that enables its users to take pictures and videos, and share them either publicly or privately on the app. Furthermore, students can learn with updating status, read a timeline, posting some videos and photos. In this case, it is a certain vocabulary that is understood more diverse. So, unconsciously they will learn through their habit. Learning may occur consciously or without conscious awareness.

Based on the problem revealed or said above, the writer conducted research entitled "The Use of Bbc's Video In Instagram To Improve Student's Vocabulary Mastery".

1.2 The Problem of Study

Based on the background of the study above, the problem can be stated in such formulation below "Does BBC's video in instagram improve students' vocabulary mastery at VII grade in SMP 3 Satu Atap Andam Dewi?".

1.3 The Objective of the Study

Based on the problem above, the objective of the study is want to know that the use of BBC's video on Instagram improves the students' vocabulary mastery at VII grade in SMP 3 Satu Atap Andam Dewi.

1.4 The Scope of the Study

The writer made the limitation of the study in this research, because the writer wanted to clarify the statement of the problem which is discussed. In this research, the writer focused to improve students' vocabulary mastery. According to Ecekersley (1960:3-5) there are some indicators to learn vocabulary that were: Noun, Pronoun, Verb, Adverb, Adjective, Preposition

Conjunction and Interjection. In this research, the writer focuses on improving student's vocabulary about a noun. The noun has some kinds, such: Common, Proper, Abstract, Concrete, Countable and Uncountable. From those kinds of a noun, the writer focuses on improving student's vocabulary mastery about the countable and uncountable nouns.

1.5 The Significance of the Study

The writer hopes that this research would be useful. The result of this study is expected to be useful in theoretically and practically relevant:

1. Theoretically

   The results of this study theoretically are useful to:

   1) Become a new perspective in teaching vocabulary media.

   2) The result of research can be a new model in research analysis

      in teaching media for learning English as a foreign language.

2. Practically

   The results of this study practically are expected to be useful for:

   1) Readers who are interested in teaching vocabulary

   2) Students to improve their knowledge in vocabulary mastery.

   3) Writer as experience in writing thesis and the writer can

      Increase her knowledge about teaching vocabulary using BBC's video on

      Instagram.

CHAPTER II

RIVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, theories are needed to explain some concepts or terms that apply to the research concern. The term must be clarified in the order to avoid confusion about the feasibility of the research. The term will be explained by quoting theories and comments of the expert as in the following. The basic concept of the study should be made Learn from the beginning. The term is used and this in this particular context aimed at giving a Learn concept of what has been done to reach the goal of the research. Theories are needed to clarify some term sari needed in this study.

2.2 Language

Language is a set of rules that is used by human as a tool of our communication. It is a system of sounds and words we all use to express ourselves and communicate to others. It is a system of communicating ideas and feelings using movements, symbols, sounds, gestures, signs and marks. In teaching a language, especially in English as foreign language, it is not enough for students to learn grammar but also to practice all the common patterns, forms, or words until they can use them in proper position automatically.

Nowadays, as International language, English becomes an important language to be studied. English helps people from different countries, to deliver and also to develop science, technology, art and culture. Knowing and mastering English language will give some benefits for students in many things such as, having more opportunities in getting better job, continue study abroad, have connection or able to communicate with foreigners.

2.3 Language Teaching

The students of Indonesia study English as a foreign language since elementary school until university and even from kinder garden level. Students are taught four skills at class: speaking, listening, reading, and writing.

2.3.1 Listening

Listening is the first skill to master in order to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking).

Despite its importance, listening to a foreign language sounds is possibly the skill which learners usually find the most difficult. This is quite natural since the sounds they hear, at least in initial stages, are unfamiliar. Thus, to get the message sent through an expression, they always feel under unnecessary pressure to understand every word. Another prominent cause that makes listening to a foreign language sounds difficult for children is the fact that children, whether in or out of the classrooms, are subjected to endless number of sounds. To a higher extent, these sounds do not belong to the foreign language they are learning. As a consequence, the learners cannot concentrate on comprehending the sounds of the foreign language they are learning.

According to Rost (1990) explains that the teaching of listening needs to be focused on discriminating sounds in words, especially phonemic contrasts, in addition to deducing the meaning of unfamiliar words, predicting content, noting contradictions, inadequate information, ambiguities, and differentiating between fact and opinion.

2.3.2 Speaking

First of all, as it has been stated in the previous section, in language learning the learners are expected to have higher level of language input (listening) than the level of language production (speaking). Thus, the majority of speaking activities used in the first levels should be designed to enable pupils to participate with a minimal verbal response. However, in the last levels, e.g. Grade six, pupils are encouraged to begin to manipulate language and express themselves in a much more personal way. There are three main types of speaking activities we can suitably use in primary schools. The first type is songs, chants, and poems

which are very effective to encourage young learners to mimic the model they hear on the cassette or video

According to Zang (2009:34) shows that integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency.

2.3.3 Reading

Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in Indonesian primary school should make reading one of the first priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes tone's self-realization and the development of his personal-social adjustment. And since "reading is a very complicated process involving a variety of factors that interact with one another" (Kim, 2002), it should be developed in graded and sequential phases. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge.

2.3.4 Writing

Writing as one of the four skills of (Listening, Speaking, Reading and Writing) is an important communication tools because writing can help people to express their feelings or transforming thought and ideas into written form. Beside that it is also use to communicate with others and to help to remembering facts and details. In some ways we can see all writing as being

the same. Writing consists of arranging letters, words which put together in particular formation to make sentences. Sentences are then grouped together into paragraph and another form by using visual symbol.

According to Nunan (2003:23), writing can be defined by a series of contrast :

1. It is both a physical and a mental act. As a physical writing is act of committing word or ideas to some medium. On other hand, writing is the mental work of inventing idea, thinking about how to express and organize them into statements.

2. Its purpose is both to express and impress. Writer tipically serve two masters: themselves and their own desires to express and idea or feeling to the reader

3. It is both a process and product. The writer imagines, organize, drafts, reads, and rereads.

Hannel (2008:54-70) says that "writing is a complex process involving ideas, language, spelling, handwriting, punctuation, etc.". Writing can be even more daunting to some pupils than reading. They are asked to put their thoughts and efforts down in concrete form to be 'judge', and many have a fear of being 'wrong'. So, the varied strategies are suggested to support pupils who have difficulties with writing as well as encouragement for those who are especially talented.

According to Nunan (2003:34), writing is the written language which is used for some purpose namely:

1. For action: for example public sign, Television and Radio guides, bills, menus, telephone direction, ballot papers, and computer manuals.

2. For information: for example newspaper, current affair magazine, advertisement, political pamphlets.

3. For entertainment: for example comic strips, fiction book, poetry and drama film subtitle.

Furthermore, according to Jacobs at.al. (1981) in Weigle (2002:116) there are five indicators of writing evaluation, they are:

1. Content that knowledgeable, substantive, and relevant to assigned topic.

2. Organization that provides fluent expression, ideas clearly stated, sentences are organized, and logical sequence cohesive.

3. Vocabulary that affective words/idiom choice and usage, word form mastery, and appropriated register.

4. Language that affective complex construction, few errors of arrangement, tenses numbers, word order, articles, pronoun, and preposition.

5. Mechanic that demonstrated mastery of punctuation, few errors of capitalization and handwriting

Students need to develop their ability at these for skills for increasing the knowledge and skill of English language in life. To develop those for skills there are some language aspects that needed such as: vocabulary, grammar, phonology, and meaning. Vocabulary plays an important role in learning English as foreign language. It is one aspect that links the for skills of speaking, listening, reading, and writing all together. Without vocabulary, student cannot speak, listen, read, and write. Commonly, students cannot compose a sentence or phrase in speaking even writing because they are lack of vocabulary.

2.4 Vocabulary

2.4.1 The Definition of Vocabulary

Word vocabulary is something that consists of several words or many words. Vocabulary is very important for students, especially in learning English to communicate and make sentences.

Vocabulary is a collection of words that are part of a particular language and are used to arrange sentences. Kamil and Hiebert (2005:5) state that "Generally, vocabulary is the knowledge of the meaning of words". It means that each vocabulary has its meaning to be understood according to its use. Words come in at least two forms: "oral and print". Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write and read silently. Print vocabulary comes to play increasingly larger role literacy than does the oral vocabulary.

Vocabulary is an essential part of learning languages, because the nature of language is a collection of vocabulary words. Vocabulary is the reality of words owned by someone who refers to certain concepts, has certain rules and rules. And used to give and receive information. According Hornby in the Sri's journal (2014:191) defines that vocabulary is the total number of words (with rules for combining them) that make up a language. It means that the vocabulary consists of several words put together and arranged one by one to form a language that has meaning. Vocabulary also is the arrangement of words that have the meaning contained in a language.

2.4.2 Types of Vocabulary

Macounova (2007:11) deals with vocabulary items consist of two types, receptive/passive vocabulary, and productive/active vocabulary. Vocabulary classifies into working recognition vocabulary. The First consists of words that people use daily in their vocabulary mastery. On the other hand, the second type consists of words that people recognize in the text.

1. Receptive /Passive Vocabulary

    It is defined as the set of all words that are understood at reading or listening but not used in spoken or written expression. Receptive vocabulary as the word which came recognized when it is heard (what is the sound like), when it is seen (what it looks like). In others word, it knows all Hingfa that word.

2. Productive / Active Vocabulary

    It is the set of all words that are not only understood, but also used meaningfully when creating new sentences. Productive vocabulary is the word which can be pronounced, to be written, to be spelled, how to use grammatical pattern. However and whatever the term are used by the language experts. It refers to recognition and production of the word when the person does communication with the other they usually refer to some meanings.

2.4.3 Teaching Vocabulary

Teaching vocabulary is a complex Task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that objectives will be achieved. Concerning the appropriate technique, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of words, but also has to appropriate method for each other aspect of language.

Vocabulary is one of the most obvious components of language and one of the first thing applied linguistic turned their attention. Learning language must be given special attention in order to get the goal of language learning. The concept and function of English curriculum the teaching English aim to develop the for skills, they are, listening, speaking, reading, and writing. To support the developing of for language skill, English language concept, vocabulary, grammar, and pronunciation, or spelling are also taught.

Besides the constructing a sentence, we do not need just grammar and pronunciation correctly, but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. The more vocabularies the students have, the more chance they master the language. In fact, teaching activities will be more fluently if the word is in context form because students will know it certainly. Teaching vocabulary and grammar will be more effectively if it has relation with student's environment, so they can practice them easily.

2.6.4 Technique in Teaching Vocabulary

Harmer (1991:154) states that "one of the problems of vocabulary teaching is how to select what word to teach". Furthermore , some which the language teacher cam use to encourage the students to really learn a word, (1) active and passive, (2) interaction which word and (3) discovery techniques"

A distance frequently made between "active and passive" vocabulary. Active vocabulary refers to vocabulary that students have thought or learn and which they are expected to be able to use, while passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not able to produce. It is certainly a good idea

to provide sets of vocabulary, which student can learn the most of the early words will be constantly practiced and so can presumably be considered as active.

(1) Interaction with Words

Experiment on vocabulary seems to suggest that students remember when they have actually do something with the words they are learning. However there is a define advantage in getting students to do more than just repeat them. Task such as changing them to means their opposites, making a nun, and adjective, putting words together etc. Help to six the word in the student's minds.

Then it seems that we should get the students to interact with words. We should get them to "adopt" word that they like and want to use. We should get them to do things with word, so they become properly acquainted with them.

(2) Discovery Techniques

Discovery techniques use with vocabulary material allows the students to activate previous knowledge and to share what they know (if they are working together). They also provoke the kinds of interaction with words which we have said desirable.

2.4.5 Vocabulary Assessment

Assessment is needed to know and to determine is the student's development in vocabulary achievement. According to Cameron (2001:222) "assessment is concerned with pupil's learning or performance and thus provide one type of information that might because in evaluation. Testing is particular form of assessment that is concern with measuring learning trough performance". Furthermore assessment is a part of student's language learning that can motivate them to learn more or not because assessment has effect for students.

Westwood (2008:72) states the main function of assessment are :

1. To an able the teacher to evaluate the effectiveness of the teaching program and then to make any necessary modification to method of delivery, learning activities or resources.

2. To identic any students who are having difficulties mastering the course content, and dues need additional helm.

3. To provide information if the student is to be transfer to another school or referred for special Education.

4. To be accountable to parents by providing them with evidence of their child's learning..

5. To be accountable to government education authorities by providing hard evidence of achievement level in school.

There are many ways to get assessment. One of them is trough test. Brown (2004:3) states "test, in simple term, is a method of measuring a person's ability knowledge, or performance in a given domain". The method must be explicit and structured to quantify the test.

Some necessary test is applied to take the data to measures the students' knowledge of what they have learnt before. By doing the test, teachers will know oh effective the teaching process before. Teacher and students get feedback from the test. Read (2000:4) states that there are some test can be used to test students' vocabulary mastery: multiple choice, translating, and matching.

2.4.6 The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different returns for learning, it is important to make sure that learner has good control of high-frequency words of the language before moving on the less frequent vocabulary.

Secondly, most language teaching course makes vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that confuses the learners is simple matter to avoid this problem.

Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

2.4.7 Vocabulary Mastery

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. Vocabulary is a crucial component in acquiring and understanding language. Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. According to Cameron in the Gushedar's journal (2001:85), vocabulary skill included: pronunciation, spelling, grammar, and meaning.

2.4.7.1. Pronunciation

Pronunciation is one of the aspects that have a great influence on vocabulary. "Pronunciation is the way in which a particular person pronounces the word of a language"

(Wehmeler in the Gushendar, 2003: 105). Children need to hear a new word in a foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word. There is different pronunciation between English and Indonesia vocabularies, Sailun in the Gushendar,(2001:24).

2.4.7.2. Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. "Spelling is the act of forming words correctly from individual letter or the way that a word is spelt" (Wehmeler in the Gushendar, 2003:1293).

2.6.7.3. Grammar

Grammatical information is tied into words and learning word scan take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar (Cameron in the Gushendar, 2001:72). Ur in the Gushendar,(1997:61) also points out that: The grammar of vocabulary need to be taught if this is not covered by the grammatical rules. When teaching a new verb, for example, we might give also its past form. If this is irregular (think, though) and we might note if transitive or intransitive is. Similarly, when teaching a noun the teacher may wish to present its plural form, if irregular (mouse, mice) or draw student attention to the fact that it has no plural at all (advice, information).Teacher may presents verb such as want and enjoy together with the verb form that follows them (want to, enjoying) or adjectives or verb together with their following prepositions.

Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what he or she hears and written if he or she has enough

vocabulary and has the capability of using it accurately. Mastering vocabulary is the ability to get or to receive lots of words.

Vocabulary is the most important thing in reading skills. English vocabulary often becomes a problem for most high school and university students even though they have studied English since elementary school. Sometimes the students always get difficulties to understand some words in context. Most of us if we find them difficult words, we continue but, sometimes the word that we passed is usually the key to our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible. So looking up the words in a dictionary is better for us, but the skillful writer understands as he writes.

2.5 Instagram

Social Media is one of the online infrastructures that are used to communicate or interact with each other which in this day and age is very important to have internet users in the form of applications. If traditional media uses print and broadcast media 'then Social Media uses the internet.

social media does offer a lot of conveniences that make junior high students feel at home using cyberspace. Social media users can freely comment and channel their opinions without worry. This is due to the great interest of students with the contents in the social media.

2.5.1 Definition of Instagram

Instagram can be interpreted as an IOS-based application, Android that provides features to share moments in the form of photos, videos, live broadcasts, and direct messages between users. Instagram is an online mobile photo-sharing, video sharing, and social networking service that enables its users to take pictures and videos. Instagram is a free photo and video sharing

application available on Apple, Android and Windows Phone IOS devices. Users can upload photos or videos to our service and share them with their followers or with groups of friends. Users can also see, comment on, and like posts shared by their friends on Instagram.

According to Walsh, Dr. Ruben Puente Dura's SAMR model offers a lens for examining how technology is adopted in a classroom. As you strive to incorporate online tools into your classroom, we encourage you to use this model as an analytic tool. Here is an example of how Instagram might fit with in the SAMR model

a) Substitution: Students take photos of their homework assignment (rather than write it down),

b) Augmentation: Students can use hash tags to curate collections of photos,

c) Modification: Students leave comments on photos or videos and tag classmates in their comments. After making comments on posts or having discussions under posts, they can also analyze the archive of the discussions,

d) Redefinition: Students can create videos demonstrating their knowledge about a topic and share these videos with a broad audience via Instagram to receive feedback.

Caplin (1989:3) in said that the interest is an attitude which continuously accompanies one's attention in choosing an interesting object, is a feeling which determines activities liking or disliking object that is valued for someone and certain motivation that lead one's behavior to particular aims. Roberts (1968:4) said that interest is responses of liking or disliking. It is present when we are aware of our disposition toward the object we like, the object we prepare to reach. we understand that students' interests and interests are one of the reasons for their learning. that is why when the student has a high interest in learning an object, being a student is easy and able to quickly understand also mastered it.

The response of students' likes and dislikes when learning is from their interest in the object. that is why children are now distracted by objects that are easily accessible and have high attractiveness. Instagram social media should be really easy to learn and present with various accounts full of creativity and up-to-date that users become curious every day about what is presented inside. The media in instagram is also presented instantaneously and has many colors which is one of the superior attractions for enthusiasts including students.

2.5.2 Types of Instagram

On instagram we can access whatever we want as provided. The use of Instagram in the learning process can be a special alternative in mastering English vocabulary. Mastery of vocabulary in English becomes the main foundation that must be had. This sophisticated technology has four types of add are available :

a. Photo

The photo is a stunning simple square or landscape photo with a call action link. Photos are still images in both color and black and white produced by a camera that records an object or event or situation at a certain time.

b. Video

Video is up to one minute of square or landscape video, including sound and call to action links. Video is a technology for capturing, recording, processing, transmitting and rearranging moving image. Usually using celluloid film, electronic signals or digital media. Video can also be said as a combination of dead images that are read sequentially at a time at a certain speed. The combined images are called frames and the reading speed of the images is called the frame rate, with one fps.

c. Carousel

Carousel is Two to ten photos or videos or both that users can swipe through to get in-depth information. Include one call to action link for the entire sequence.

d. Stories

Stories are photos or videos in this newer section of instgram to complement other content in your regular feed.

2.5.3 Teaching Vocabulary Through in Instagram

Learning does not always from books or other text-based documents. Students can learn themselves in many ways, including through visual images (Handayani 2016:321). Teacher can use Instagram as media when to teach descriptive text. Instagram gives students access to thousands of video every day and allows them to add their own video to the mix.

Teaching is one of the activities that require materials and some material to be able to increase knowledge for students. Besides that in learning to improve a lot of things that are needed, one of which is media that will help facilitate learning. According to Maulina and Muslem in the Hanani,(2018:91), social media also help to encourage the use of the English Language as the users (students) want their captions to be read locally or internationally and the best way to do it is through the use of English language

Before using Instagram into classroom activities, teachers are encouraged to use Instagram accounts. The teacher chooses an account that can give knowledge about English and makes it easier for students to add vocabulary. From the chosen Instagram account the teacher can share useful material in learning to write. The teacher can also choose to post everything that can help students learn to write effectively.

For students, Instagram is mostly used to view and develop a vocabulary with accounts chosen by the teacher. Students observe the contents of the video well and do the exercises. From

the interesting and colorful pictures on Instagram can arouse students' interest and learning interest.

Instagram isn't just about videos, likes/comments, or reposts. Teachers must take advantage of opportunities to get the most out of this progress. It's a good idea to start using Instagram in the classroom. Instagram can be a great educational tool that makes the educational process unique, interesting, and broad-minded (Kirst in the Handayani, 2016:322). Many activities can be carried out using diagrams in class. Using this tool, students can exchange opinions and views on various topics. Students can also participate in group activities where each student asks others to comment on photos or videos. This allows them to exchange knowledge with classmates and teachers. As such, Instagram is a video sharing, image capture and editing site as well as text choices and feedback that encourage students to be spatially and language conscious (Phillips in the Handayani,2016:322).

Experts mention some of the activities that can be done in using Instagram for language teaching (Handayani, 2016:322-323). That means freedom in teaching language can be done by the teacher from reason as an increase in students' language abilities and can reach the target needs.

According to Hudson in the Handayani, (2016:323) proposes other activities to use Instagram in class. Activities include asking students to play role plays and imagining how famous people in history would use diagrams, imagine what favorite characters would send, asking students to do the hunting, noting steps in science experiments, and even sharing reading recommendations. Overall, many scholars agree that Instagram can propose activities in language learning.

Some activities that student can do to improve their ability to write descriptively. For example: first, give a title. One of the problems students have in writing is difficulty in finding ideas. Instagram can be used as inspiration that can provide accuracy for student writing. Here, the teacher can draw an interesting video and ask students to write descriptive information in the notes. Instagram was an effective tool for students' interaction especially in the discussion of their task-related activity (Mansor & Rahim in the Kamal, 2017: 2). Second video inspiration. The teacher can share interesting videos using in focus and show in front of the class and students pay attention. When performing a video, the teacher encourages students by asking questions related to the picture and asking students to write whatever they get from the video in word-for-word form. Students are assigned to comment and give their opinions about new words they get from watching the video. From this activity, the teacher can find out how students develop ideas based on the video provided. On the other hand, the teacher can ask students to share by reading the word in front of their peers. Students are assigned to write stories based on the video watched. This activity will make students try to practice their writing skills (Mette in the Handayani, 2016:326).

2.5.4 The Advantages of Using Instagram

Instagram seems to be a perfect tool to support learning English for the following reasons. First, it offers a plethora of contextualized visual data that can provide aid in language classroom. Second, using instagram in classroom can assist in creating a socially connected community of learners, as the tool self gives room for students to communicate and socialize each other beyond classroom constraints. Third, instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in

their learning process can be seen as a form of applying topics learned in class in real life environment.

Finally, easyto access to Instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom. (Ali in the Handayani, 2016:24-25). Besides, according to Novitasari and Alivi (2016) Instagram is easy to create and Likewise, (Crowley (2015) in the Handayani, 2016:321) also argues several reasons for using social media in class: maintain, there are some beneficial uses of Instagram that can facilitate the students in writing process encourage students to be more prolific writers:

1. Make writing easier to share.

2. Support group works, feedbacks, and collaborations.

3. Provide opportunities to write outside of class.

4. It can link to related texts and multimedia.

5. Provide students with a sense of authorship.

6. It can be used in various ways by the instructor.

7. Easy to set up and posts are simple to comment on.

It means conclusion of other benefits that we can get from the social media use that students are:

1. Social media provides a place for students to share their stories both inside and outside the classroom,

2. It also provides an opportunity for them to hear stories. from outside their school,

3. Social media helps students recognize the power of personal voice.

2.6 Previous Study

Rima (2013:3-4) in her thesis, "Use of Twitter in English Vocabulary Learning (Student Perception)".She found how the twitter users of English students at the Faculty of Letters Sam

Ratulangi University learning vocabulary. This research is part of second language acquisition. A qualitative research was used in this research to answer the research question. The result shows that most of the perception of student can be active in developing reviews their understanding words and ways to learn vocabulary by twitter. It can increase the words which can build on multiple sources of information to learn words through repeated exposure by reading tweets in twitter.

Monica (2012:124-125) in her thesis, "The Impact of Social media on Vocabulary Learning University of Oradea". She found that the impact of social media in improving students' vocabulary (focused on Facebook) with intermediate first year ELT students in economics, University of Oradea. In this research was intended to assess the role and effectiveness of Facebook use in vocabulary learning. A quantitative research was used in this research to answer the research question. The result was shows that clearly demonstrated a more significant improvement in vocabulary knowledge of the students to the Facebook. It is a rather innovative study as there are not many similar studies using the value Facebook can add to learning performed in Romania.

The two previous findings above have differences and similarities with this study. The similarity of this research is that the researcher focuses on students' interest in learning vocabulary through social media, which has different results from each other. The researcher focused on developing the participant's vocabulary in an innovative way through social media. in addition, researchers also focus on increasing vocabulary knowledge possessed by students.

The difference in this research is Rima's research which focuses on vocabulary learning using social media via Twitter and research shows that most students' perceptions can be active in developing their understanding words review and ways to learn vocabulary with twitter. While

Monica's research focuses on the impact of social media using Facebook. The results show that clearly shows a more significant increase in students' vocabulary knowledge to Facebook.

In this study, researchers used Instagram social media to improve students' vocabulary. The researcher decided to find out how the students' vocabulary mastery increased in learning vocabulary through Instagram theory which was used with BBC's video media. the researcher focused on the video that was in Instagram in learning, to facilitate student interest in increasing vocabulary.

2.7 Conceptual Framework

Vocabulary is one of the clearest components of language and one of the first to be used is linguistics which distracts them. Language learning must call for special attention to the purpose of language learning. According to Richards (2010: 6) the concepts and functions of the English curriculum teaching English in developing skills, namely, listening, speaking, reading, and writing. To support the development of language skills, English concepts, vocabulary, grammar, and English pronunciation, or spelling is also taught. In addition to constructing a sentence, we need not only grammar and pronunciation correctly, but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for students because it increases vocabulary expansion. The more vocabulary students have, the more likely they are to master the language. Teaching activities will be smoother if the word is in the context of form because students will know it for certain. Teaching vocabulary and grammar will be more effective if it has a relationship with the student environment, so they can practice it easily.
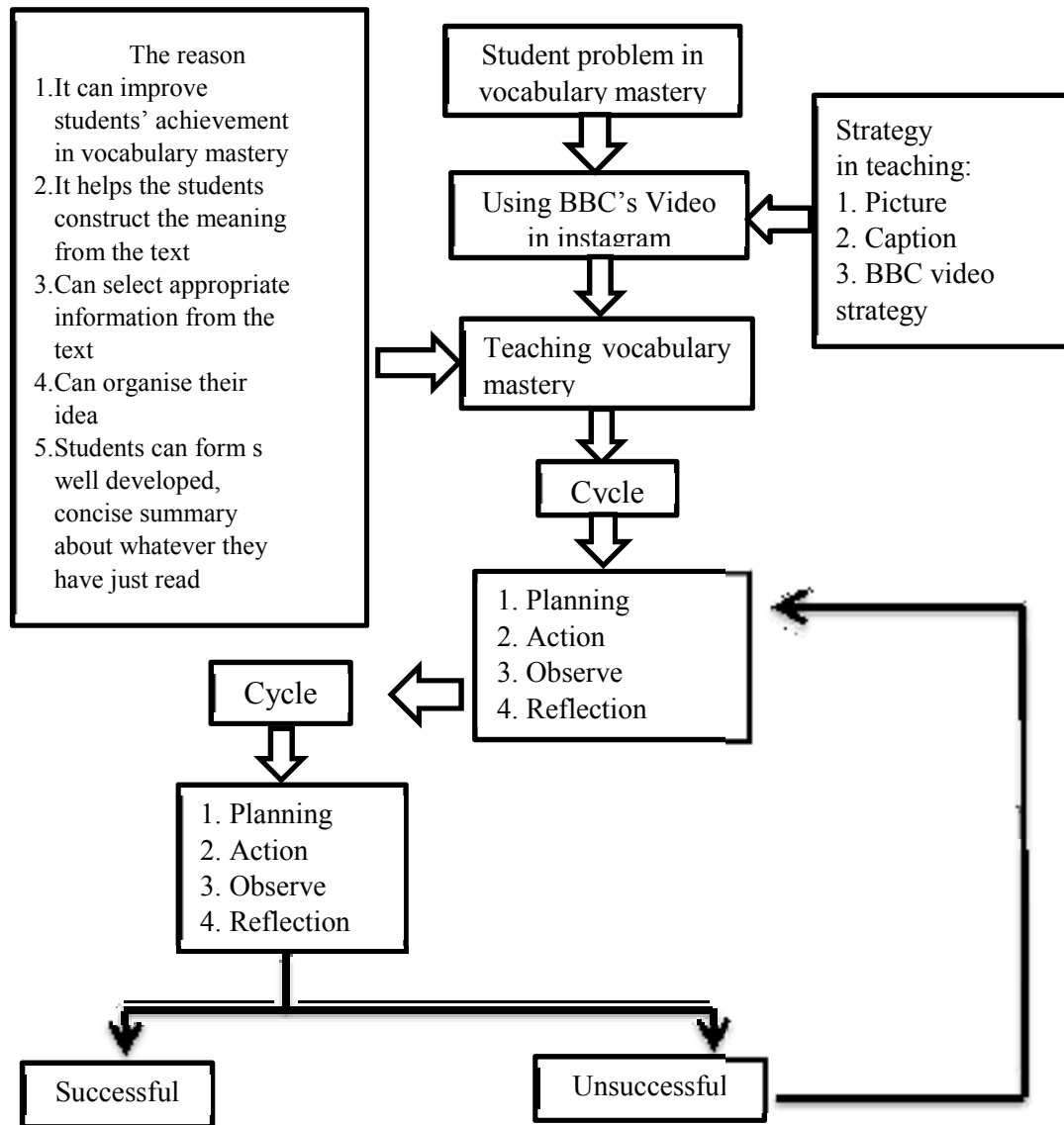
The reason
1. It can improve students' achievement in vocabulary mastery
2. It helps the students construct the meaning from the text
3. Can select appropriate information from the text
4. Can organise their idea
5. Students can form s well developed, concise summary about whatever they have just read

Student problem in vocabulary mastery

Strategy in teaching:
1. Picture
2. Caption
3. BBC video strategy

Using BBC's Video in instagram

Teaching vocabulary mastery

Cycle

1. Planning
2. Action
3. Observe
4. Reflection

Cycle

1. Planning
2. Action
3. Observe
4. Reflection

Successful

Unsuccessful

Figure 2.4 The Conceptual Framework of Improving Students Vocabulary Mastery by BBC's Video in Instagram

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This writing was carried out by Classroom Action Research (CAR) which is applied. Action research is a reflective process of progressive problem solving led by individuals working with other teams as a "community practice" to improve the way they address issues and solve problems. Action research can also be under taken by larger organizations, assisted or guided by professional researchers to improve their strategies, practices, and knowledge. There are some definitions of action research proposed by experts. Mettetal in the (2001:7) defines that classroom action research is a method of finding out what works best in your classroom so that you can improve student learning.

Burn (2010: 2) stated that: Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, a teacher becomes an, investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it.

Additionally, Harmer (2001:345), action research will the name is given a series of procedures teachers can engage in. Either because they wish to improve aspects of their teaching or because they wish to evaluate the success and/or appropriate of certain activities and procedures. Classroom Action Research (CAR) consists of 30 students, totaling the population is 180 students. Qualified to use to see the improvement of students vocabulary mastery the use of BBC's video on Instagram. The classroom action research (CAR) is done through a cycle process which consists of four steps, namely: planning, action, research, observation, and reflection. According to Kemmis and Mc Taggart in the Maulana (2020 : 38) explain that action research occurs trough a dynamic and complementary process, which consist of four essential moments: planning, action, observation, and reflection. These moments are the fundamental step in a spiraling process through which participants in action research group undertake to:

1. Develop a plan or critically informed action to prove what is already happening.

2. Act to implement the Plan.

3. Observe the effect of the critically informed Action in the context in which occurs.

4. Reflect on this effect the basis for further planning, subsequence critically in for medication and so on through a succession of stages.

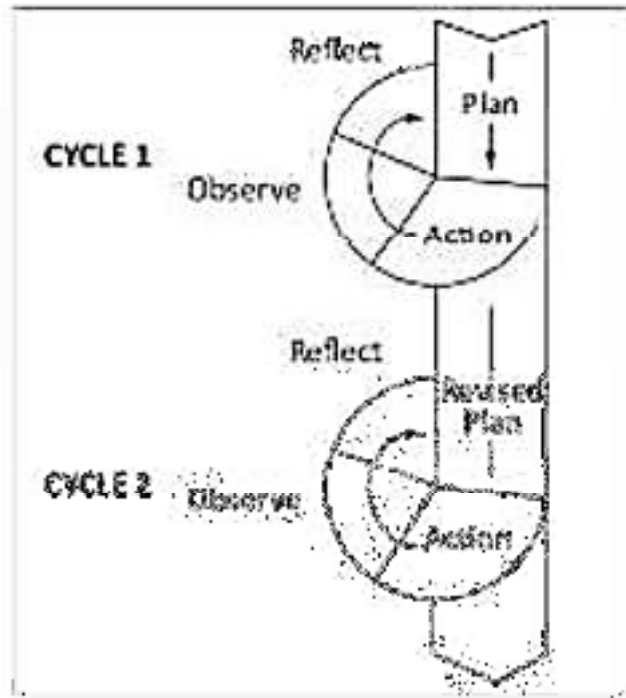The procedure of research can be seen in the following figure:

Figure 3.1 the figure of Action Research based on Kemmis and Taggart (1998)

3.2 Population

The population in this research was taken from students at VII grade in SMP Negeri 3 Satu Atap Andam Dewi which consists of six classes.

3.3 Sample

The sample of this research took from students at VII grade in SMP Negeri 3 Satu Atap Andam Dewi which consisted of 20 students. Classes were determined randomly through a random sampling technique.

3.4 The Instrument of Collecting Data

The data in this study were collected from scoring test. The instrument for test was collected by vocabulary test. The test that used would be multiple choice and true/false. Each test

consists of 10 questions, it means that the total question for the test would be 20 questions.

The quantitative data were collected by taking diary notes, and interview. Diary notes were used as personal records of studying activities every meeting in written. Interview was used as personal question of student's problem in improving vocabulary mastery.

Tabel 3.4

Table of Instrument of Collecting Data

Content	Kind of Noun	Contents	Test Item	Score
Noun	Countable	Unit	7	35
		Modifier	3	15
		With S	2	10
	Uncountable	Mass	4	20
		Modifier	2	10
		WOS	2	10
Total			20	100

3.5 The Procedure for Collecting Data

Before the procedure of data collection was started, an orientation test administrated to identify the students' ability on vocabulary mastery. The procedure of the research conducted by making pre-test and two cycles. Cycle I consist of two meetings; first and second. Cycle II consists of two meetings; third and fourth, so there are five meetings altogether. In the Classroom Action Research there were four steps applied. According to Kemmis and Mc Taggart (1988:15), who are major author in this field, CAR typically involves four Board

phases in a cycle of research. The First cycle may become a continuing, or interaction, spiral of cycles which recur until the action researcher achieve a satisfactory outcome and feel it is the time to stop.

3.5.1 Cycle I

The first researcher made a plan and applied it in action and does the observation and then reflects. The application of four phases of Action research in classroom as follows:

1. Planning

   In this phase the researcher identify the problem or issue and develop a plan of action in order to Bing improvements in Pacific area of the research context. This is a forward -looking phase where the researcher consider: i) what kind of investigation is possible with in the reality and constrains of The teaching situation; and ii) what potential improvements the researcher think are possible. The activities that will be done in planning as follows:

   1. Knowing the students' problem in teaching and learning vocabulary in the classroom

   2. Arranging the lesson plan about vocabulary

   3. Preparing the media related to the material of vocabulary

   4. Preparing teaching material of vocabulary (BBC video)

   5. Preparing the instrument for collecting data; diary notes and observation sheet

   6. Preparing the topic of vocabulary test

2. Action

The plan was a carefully considered one which involves some deliberate intervention into the teaching situation that researcher put in to action over an a geed period of time. The intervention are 'critically in formed' the question the researcher. Assumption about current situation and plan new alternative ways of doing things. In this step, the scenario of teaching and learning vocabulary trough BBC's Video i Cary out in the teaching and learning process in the classroom. The researcher asks the students to raise their social media which supports in the book, and the last, their vocabulary master using BBC's video in Instagram media is a test by giving the students writes assessment design on the lesson plan.

3. Observation

This page involves the researcher in observing systematically the effects of the Action and documenting the context, action of those involved. It is a data collection phase where the researcher use "open-eyes" and "open-minded" tools to collect information about what is happening. The observation is done in the classroom while the teaching-learning process runs. The researcher was observed the situation and condition occur during the teaching process. The result of the observation is noted in observation sheet. In this research, the observation is focus on:

1. The students' activity in vocabulary

2. The students' the response during the teaching and learning process.

3. The students' vocabulary improvement

4. The reflection of this step discusses all the actions that have been taken

Base on the collected data, the researcher discussed and made evaluation to determine the text cycle.

3.5.2 Cycle II

Base on the result of the previous cycle, the researcher would decide to do the Second cycle in learning process. This cycle would apply based on the result of the First cycle as follows:

1. Planning

In this phase the researcher identify the problem or issue and develop a plan of action in order to Bing improvements in Pacific area of the research context. This is a forward-looking phase where the researcher consider: i) what kind of investigation is possible with in the reality and constrains of The teaching situation; and ii) what potential improvements the researcher think are possible. The activities that will do in planning as follows:

1. Knowing the students' problem in teaching and learning

   vocabulary in the classroom

2. Arranging the lesson plan about vocabulary

3. Preparing the media related to the material of vocabulary

4. Preparing teaching material of vocabulary (BBC Video)

5. Preparing the instrument for collecting data; diary notes and

   observation sheet

6. Preparing the topic of vocabulary test

2. Action

The plan was a carefully considered one which involves some deliberate intervention in to the teaching situation that researcher put in to action over a geed period of time. The intervention are 'critically informed' the question the researcher Assumption about current situation and plan new alternative ways of doing things. In this step, the scenario of teaching

and learning vocabulary trough BBC's video is carry out in the teaching and learning process in the classroom. Researcher asks the students to raise their game which support in the book, and the last, their vocabulary master using BBC's video in instagram media is test by giving the students write assessment design on the lesson plan.

3. Observation

This pages involves the researcher in observing systematically the effects of the action and documenting the context, Action of those involved. It is a data collection phase where the researcher use "open-eyes" and "open-minded" tools to collect information about what is happening. The observation is done in the classroom while the teaching-learning process runs. The researcher will observe the situation and condition occur during the teaching process. The result of the observation is noted in observation sheet. In this research, the observation is focus on:

1. The students' activity in vocabulary

2. The students' response during the teaching and learning process

3. The students' vocabulary improvement

4. Reflection this step discusses the whole action that has conducted.

This step discusses the whole action that has conducted. If the previous cycle does not also achieve the expected value (average value), then repeat the next cycle (Cycle III – next cycle) with the same steps and average values, until success reaches the expected improvement.

3.6 Scoring System

To evaluate students' improvement in vocabulary, the writer would gave 20 items for each cycle. It will be answered for 30 minutes. The test would be scored by using score rank 0-100 by

counting the correct answer. The correct answer would have 1 point while the wrong answer will get 0, and applying the following formula:

$$S = \frac{R}{N} \text{ x } 100$$

Where:

S = Score of test

R = Number of correct answer

N = Number of the test items

Tabel 3.6

Criterion of Score System

N	Score Interval	The Quality	Category
4	80-100	A	Very Good
3	66-79	B	Good
2	56-65	C	Enough
1	40-55	D	Low
0	30-39	E	Fail

3.7 Technique of Collecting Data

Data was very important in every research because research come from the interpretation of data collected. To collect the data researcher would hold a field research. The researcher would conduct the teaching process then give the present to find out the students' achievement before being taught using BBC's video in Intagram, then the researcher will apply to experimental treatment to the subjects, the students would taught by using BBC's Video and the last, the researchers would conduct the post test to measure the students' achievement after being taught by BBC's Video in Instagram. In collecting data, the researcher used vocabulary test to know the students' ability in learning vocabulary. A test is a short examination of knowledge that consist of questions that must be answered.

3.8 Technique of Data Analysis

The data was analyzes by employing the implementation of BBC's video in instagram to improve students' vocabulary mastery. Proved this research, the writer analyzed the data by using this following procedure:

1. Scoring the students paper

2. Tabulating the students' score in pre-test and post-test of each

   group.

3. Comparing cycle 1 and cycle 2 and the last cycle

4. Making the percentage of the students score

5. Making the conclusion

The writer would elaborate the data analysis from the student's score for every cycle, the writer calculate the mean score of the reading comprehension test. The mean score would calculate by using the formula:

$$X = \frac{\Sigma X}{N} \text{ X } 100 \text{ \%}$$

Where:

X = class mean score

Σx = total score

N = the number of students who took the test

Next, to know the development of the students' score who competent in reading comprehension in each cycle by applying this formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where:

P = percentage of students who get score 75

R = number of students who get score 75 up

T = the total number of students who took the test