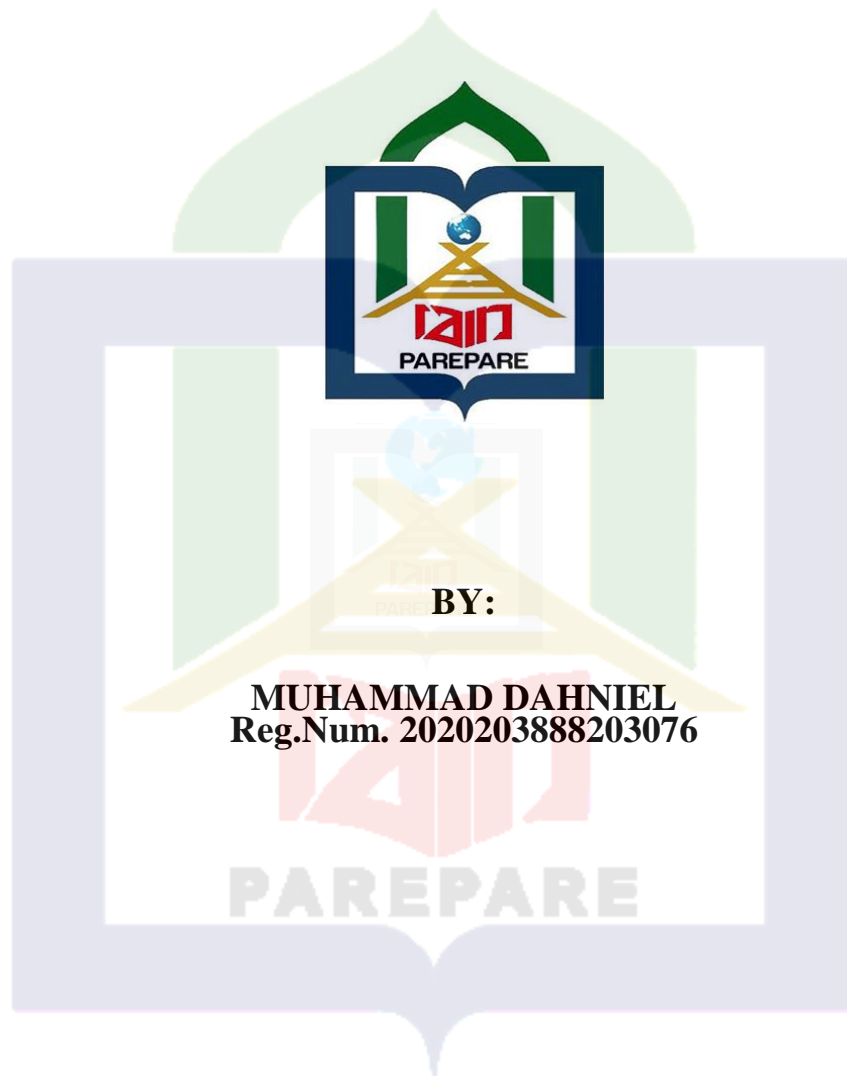


A THESIS
USING ACCOUNT INSTAGRAM “ID.ENGBREAKING” TO
IMPROVE STUDENTS’ VOCABULARY
AT SMKN 1 PINRANG



BY:
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Reg.Num. 2020203888203076

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2025

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah *RabbilAlamin*, the writer would like to express all gratitude to Allah SWT. for the abundance of His mercy and love, who has been willing to strengthen the writer to complete this thesis with the title “Using Account Instagram id. engbreaking to Improve Student Vocabulary at SMKN 1 PINRANG”. Salawat and Salam always be given to the great prophet Muhammad SAW. Who has struggled for our victory and become good example for us last ever.

First of all, the writer would like to express the best gratitude to his beloved parents Deman and Hana also his big family who have given an endless love, big support, motivation and contribution both moral and material to the writer. The writer also wants to express a lot of thanks to his advisor, Dr. Abd. Haris Sunubi, M.Pd., and Yessicka Noviasmy, M.Pd., who have patiently guided and gave their great suggestions, guidance, contribution, advise and correction in completing this thesis.

Furthermore, the writer would like to thank and appreciate to:

1. Prof. Dr. Hannani, M.Ag., as the Rector of IAIN Parepare who has struggled to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd., as the Dean of Tarbiyah Faculty of IAIN Parepare who has arranged such a great service to the students.
3. Kalsum, M.Pd., as the Chairman of English education for her great dedication and supports to the students.

4. Dr. Abd. Haris Sunubi, M.Pd., and Yessicka Noviasmy, M.Pd., as consultants' of the writer for their guidance, supports, suggestions and motivation during doing this research.
5. All lectures of English education who have provided education during his study in IAIN Parepare.
6. TBI 2020 family, Especially the PBI C class who have accompanied the writer's journey start from being new students until graduation.
7. All family KKN Nusantara Moderasi Beragama Posko 17 Lembang Pakala, Tana Toraja. Who have support to finish this thesis.
8. All the family in SMKN 1 PINRANG who has supported the writer to finish his thesis.

There is no ivory that is not cracked, there is no wave without waves, all mistakes are the writer's weaknesses and shortcomings. Therefore, the writer expects criticism and suggestions from all parties for future improvements.

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Stated this thesis was his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Muhammad Dahniel. *Using Account Instagram id.engbreaking to Improve Student Vocabulary at SMKN 1 PINRANG.* (Supervised Dr. Abd. Haris Sunubi, M.Pd and Yessicka Noviasmy, M.Pd).

The purpose of this research was to investigate the effectiveness of using the Instagram account “id.engbreaking” as a learning medium to improve students' vocabulary at SMKN 1 Pinrang. This study aimed to examine the role of Instagram in enhancing vocabulary learning effectiveness and encouraging student motivation for independent and continuous learning.

This research using quantitative methods with a pre-experimental approach (pre-test and post-test) as data collection. The population of this study was class XI SMKN 1 Pinrang. Therefore, the researcher used random sampling. The sample chosen was class XI TITL, which consisted of 30 students, 27 males and 3 females. Therefore, the researcher showed that this Instagram id.engbreaking significantly improve students' vocabulary.

The research found that using the Instagram account id.engbreaking effectively improved vocabulary among XI TITL students at SMK 1 Pinrang. The pre-test score improving from 33.8 to 72.8 in the post-test. The t-test value (7.2) exceeded the t-table value (1.699), confirming a significant improvement. This demonstrated that the Instagram platform, particularly the id.engbreaking account, could have a positive impact on the vocabulary learning process. Overall, this study proved that the use of the id.engbreaking Instagram account significantly improved students' vocabulary, supported independent learning, and was relevant to students' learning needs in the digital age. Thus the account Instagram id.engbreaking is able to improve the students vocabulary in XI TITL 1 SMKN 1 PINRANG.

Keywords: *Instagram, id.engbreaking, vocabulary*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	,	Apostrof

ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘‘).

2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
َ	Fathah	A	A
ِ	Kasrah	I	I
ُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
َـي	Fathah and Ya	Ai	a and i
َـو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: HauLa

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نَا / نِي	Fathah and Alif or ya	Ā	aandline above
يِي	Kasrah and Ya	Ī	iandline above
يِي	Kasrah and Ya	Ī	iandline above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مَات : mātā
رَمَى : ramā
قِيل : qīla
يَمُوت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahataurauḍatuljannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah

الْحِكْمَةُ : al-hikmah

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	:Rabbānā
نَجَّيْنَا	: Nājīnā
الْحَقُّ	: al-haqq
الْحَجُّ	: al-hajj
نُعَمُّ	: nu‘ima
عُدُو	: ‘aduwwun

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ	: ‘Arabi (not ‘Arabiyyor ‘Araby)
عَلِيٌّ	: ‘Ali (not ‘Alyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters ا (alif lam ma’arifah). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example :

الشَّمْسُ : *al-syamsu* (notasy- syamsu)

الزَّلْزَلَةُ : *al-zalzalalah* (notaz-zalzalalah)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أَمْرٌ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlabikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللهِ : *Dīnullah*
 بِا اللهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālāh, it is transliterated with the letter [t]. Example:

هُمْ فِي رَحْمَةِ اللهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnās ilaladhībīBakkatamubārakan

Syahru Ramadan al-ladhūnzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

1. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata'āla</i>
saw.	=	<i>ṣallallāhu 'alaihiwasallam</i>
a.s.	=	<i>'alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahirtahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص = صفحة

دم	= بدون
صلعم	= صلى الله عليه وسلم
ط	= طبعة
بن	= بدون ناشر
الخ	= إلى آخرها / إلى آخره
ج	= جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

In the rapidly evolving digital era, the use of social media has become an inseparable part of daily life, including in the world of education. One of the popular social media platforms among teenagers is Instagram. With its engaging features, such as photos, videos, and interactive content, Instagram is not only a communication tool but also a learning medium. This is supported by the research of Sebah Al-Ali, “Embracing the Selfie Craze: Exploring the Possible Use of Instagram as a Language mLearning Tool,” published in *Issues and Trends in Educational Technology*, 2(2)¹ The study states that due to Instagram's popularity among students, it is used as an mLearning tool to create content for one speaking activity and two writing activities, which enhance speaking, grammar, writing, and vocabulary skills. Therefore, this potential is being utilized by educators and education enthusiasts to create a more interactive and enjoyable learning environment for students.

Instagram provides students with the opportunity to learn vocabulary in real-life contexts, rather than just in the form of abstract definitions. Through posts related to everyday life, trends, pop culture, and current issues, students can understand how to use new words in sentences and actual situations. Instagram is a visual content-based platform that emphasizes the use of images, short videos, and infographics. This use of visuals greatly helps students in remembering and understanding new words. According to Richard E. Mayer’s multimedia learning

¹Al-Ali, S. “*Embracing the Selfie Craze: Exploring the Possible Use of Instagram as a Language mLearning Tool*”. *Issues and Trends in Educational Technology*, 2(2). (2014).

theory, the combination of text, images, and audio can strengthen the process of understanding and retaining information². Instagram's visual content helps stimulate multiple senses in students, which in turn can improve their language skills, especially vocabulary.

Instagram offers a dynamic and interactive platform for learning vocabulary through engaging visual and audio content, social interaction, and limitless accessibility. With features that support contextual learning and flexible timing, Instagram can be an effective tool for improving students' vocabulary. Using this platform can also motivate students to learn independently and become more involved in the learning process, thereby strengthening their understanding of English in real-world contexts.

Vocabulary can be considered the first step in mastering English skills. According to Wilkins, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."³. This statement emphasizes that vocabulary is more important than grammar in communication. While grammar is essential for sentence structure, having sufficient vocabulary allows a person to understand and convey meaning. Therefore, vocabulary is the key to communicating information and understanding language.

From the observation conducted on September 13, 2024, it was found that English learning at SMK 1 Pinrang is still in a concerning state. This was directly explained by the English teacher, Mrs. Nadrah Mustafa, S.Pd, who mentioned that the students' English proficiency is still very basic, and they lack sufficient

²Mayer, R.E. *"The Cambridge Handbook of Multimedia Learning (2nd ed.)"*. Cambridge University Press. 2014

³Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.

vocabulary⁴. In addition to the English teacher's remarks at the school, several students, including Adam, Syarmila, Nurul, and Parhan, also expressed that their vocabulary mastery is still very limited⁵. As one of the fundamental skills in mastering English, improving vocabulary is crucial for students. A broad vocabulary will help students better understand texts, communicate verbally, and write effectively. However, the challenge is how to make the vocabulary learning process more engaging and relevant to students' interests in this digital era.

One solution that can be offered is the use of educational Instagram accounts like “id.engbreaking.” This account provides interactive and easily accessible English learning content, using engaging visual and audio approaches. Through Instagram, students can learn new vocabulary in real-life contexts and everyday situations, creatively introduced through images, short videos, and simple, easy-to-understand explanations. This aligns with the concept of multimedia-based learning, which combines visual and verbal elements to improve students' understanding.

This research focused on the use of the Instagram account “id.engbreaking” as a learning medium to improve students' vocabulary at SMKN 1 Pinrang. By utilizing technology that students were already familiar with, it was hoped that the vocabulary learning process would become more effective and enjoyable. Additionally, this study explored how the use of social media, particularly Instagram, motivated students to engage in independent and continuous learning.

⁴Nadrah Mustafa, S.Pd. English Teacher at SMKN 1 Pinrang.

⁵Siswa/i SMKN 1 Pinrang

With this background, this research is expected to make a positive contribution to the development of English teaching methods that are relevant to the needs and characteristics of today's students, as well as support the improvement of education quality in the digital era.

B. Research Question

Based on the previous background, several questions can be outlined as follows:

1. How does students vocabulary before used account Instagram id.engbreaking?
2. How does students vocabulary after used account Instagram id.engbreaking?
3. How does students' vocabulary improvement differ before and after the implementation of the Instagram account id.engbreaking?

C. Objective of The Research

Based on the previous research questions, the objective of the research are;

1. To analyze the students' vocabulary mastery before using the Instagram account id.engbreaking as a learning medium.
2. To examine the students' vocabulary mastery after using the Instagram account id.engbreaking.
3. To identify and compare the differences in students' vocabulary improvement before and after the implementation of the Instagram account id.engbreaking.

D. Significance of The Research

1. For the Teachers

This research is expected to provide new insights regarding the significant influence of the use of social media from the Instagram platform in English language learning.

2. For the Students

This research is expected to be useful for students in learning English, and the use of social media from the Instagram platform can also make the learning process more interesting for students and help them be more active during the learning process.

3. For the Researchers

This research is expected to contribute to academic knowledge about the use of social media from the Instagram platform as additional media in English language learning

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss previous research that is relevant to current research.

A. Previous Research Findings

Several previous research findings are relevant to the research that will be carried out by current researchers.

Issues relevant to using Instagram to improve students' vocabulary, Emialiana Putri, "An Impact Of The Use Instagram Application Towards Students Vocabulary ". This research uses description qualitative method to analyze whether the use of an Instagram influence the increasing of student's vocabulary or nota descriptive method. This research aims to find out the reasons why Serambi Mekkah University students write English captions on Instagram. This study involved 30 students majoring in English at the University of Serambi Mekkah, with research result showing that the use of English captions on Instagram can improve students' English proficiency, especially in students' spelling and vocabulary⁶.

Furthermore, research that is relevant to using Instagram to improve vocabulary by Rosdiani, et.al., "Using Instagram Captions to Improve Students' Vocabulary Mastery". Results showed that there was a significant difference between students' vocabulary mastery before and after the intervention. With $p=0.05$ and $df=42$, it was found that the tcounted value of 9.53 is higher than the

⁶Emialiana Putri, "An Impact Of The Use Instagram Application Towards Students Vocabulary ". Pustakailmu.id. 2022

tcritical value of 1.683. This means the research hypothesis is accepted. In other words, using Instagram captions can improve vocabulary mastery of grade eight students of SMPN 4 Tanantovea Donggala.⁷

Other research that is relevant to using Instagram to improve students' motivation in learning English, Sitti Fitriawati, Thia Chania. "Students' Perception on The Use of Instagram to Learn English Vocabulary". This study aimed to determine students' perceptions on the using of Instagram to learn English vocabulary. This type of research used qualitative research. This research uses qualitative methods. The research results obtained from students' perceptions of using Instagram for learning English vocabulary, it really helped the participants in adding new vocabulary that they got by following the English vocabulary learning account on Instagram. It can be interpreted that learning English on Instagram got a postive response by the participants and it can be used as a good choice in English learning media.⁸

Other issues using Instagram as research in increasing motivation to learn English, from Nurkhamidah Putri Wulandari. "The Use Of English Learning Accounts In Instagram To Improve Efl Students Vocabulary". This study aims to find out the use of English learning accounts on Instagram help students increase their vocabulary level and how it can happen. This study is qualitative research, which uses questionnaires as its data collection. The study indicates instagram

⁷Rosdiani, et.al,. "Using Instagram Captions to Improve Students' Vocabulary Mastery". Pioneer: Journal of Language and Literature. 2022

⁸Sitti Fitriawati, Thia Chania. "Students' Perception on The Use of Instagram to Learn English Vocabulary". Sintuwu Maroso Journal of English Teaching. 2021.

contains interesting words and images and it is very helpful to improve students vocabulary.⁹

Based on previous research, differences can be drawn from the research that researchers are currently conducting, namely using the “id.engbreaking” account which presents unique and interesting content that is different from previous research. The content presented covers various aspects of English learning, such as vocabulary, grammar, speaking and listening skills in an interesting and innovative way. However, researchers focus on vocabulary content.

B. Part of Related Ideas

1. Vocabulary

a) Definition of Vocabulary

Vocabulary is a collection of words used by an individual in communication. In addition to its use in communication, vocabulary is also crucial for reading, writing, and listening. According to Richards and Renandya, vocabulary is one of the most important aspects of foreign language learning because without sufficient vocabulary mastery, a person's ability to communicate and understand the language will be limited¹⁰. Furthermore, Nation states that vocabulary is a key component in foreign language learning. Adequate vocabulary development enables students to better understand the context,

⁹Nurkhamidah Putri Wulandari. “The Use Of English Learning Accounts In Instagram To Improve Efl Students Vocabulary”. EJI(English Journal of Indigari). 2022

¹⁰Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

meaning, and function of the language¹¹. From the two expert understandings of vocabulary, it can be concluded that vocabulary is the key or main foundation in learning a language, especially a foreign language.

Vocabulary is a key element in learning a foreign language, where vocabulary can help students in understanding texts. A rich vocabulary can assist in communicating effectively, and someone who masters a lot of vocabulary tends to be more confident in writing, reading, listening, especially when speaking.

b) Types of Vocabulary

In the context of language learning, Nation explains that vocabulary is divided into two types¹²;

1. Receptive Vocabulary

Receptive vocabulary refers to words that a person recognizes when reading or listening but has not yet used actively in communication. Learners can understand the meaning of these words when they appear in written or spoken texts, but they may not always use them in their own conversations or writing. In other words, they "receive" these words from others but do not always feel confident enough to "produce" or use them. Characteristics of Receptive Vocabulary: Recognized during reading or listening, Learners can identify these words when they encounter them in texts or speech. Not always used in conversation or writing, Although these words are understood, they are not actively used in speaking or writing. Enhances

¹¹Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

¹²Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

comprehension , Receptive vocabulary improves understanding of texts or speech but does not directly impact speaking abilities.

2. Productive Vocabulary

Productive vocabulary refers to the words that learners can actively use in speaking or writing. This vocabulary is more firmly mastered by learners, as they feel comfortable and confident using it actively in various situations. Words that are part of productive vocabulary are often used in everyday conversations and writing tasks. Characteristics of Productive Vocabulary: Used actively in speaking and writing, Learners employ these words regularly in their conversations and written work. Directly enhances communication skills, Since these words are frequently used in daily interactions, they help improve overall communication abilities..

c) Levels of Vocabulary

Vocabulary levels according to the Common European Framework of Reference for Languages (CEFR) refer to the mastery of vocabulary associated with different levels of language proficiency within the CEFR framework. CEFR is widely used to assess and measure an individual's language competence in foreign language learning. The CEFR has six levels of proficiency, ranging from A1 (Beginner) to C2 (Proficient). Each of these levels has different vocabulary requirements¹³.

- 1) A1/Beginner. At the A1 level, learners only master basic vocabulary related to daily needs and simple situations. They can understand and use very basic words and phrases.

¹³Schmitt, N., & Schmitt, D. (2014). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press.

- 2) A2/Elementary. At the A2 level, learners begin to master a broader vocabulary, including words used in simple everyday conversations and social environments. They can communicate in familiar situations and on topics they often encounter.
- 3) B1/Intermediate. At the B1 level, learners can understand and use a wider and more varied vocabulary, including words related to general topics and unexpected situations in daily life. They can also talk about personal experiences and provide reasons for their opinions.
- 4) B2/Upper-Intermediate. At the B2 level, learners can understand and produce a more diverse vocabulary, particularly related to abstract, academic, or technical topics. They are able to engage in deeper discussions and can explain ideas more clearly.
- 5) C1/Advanced. At the C1 level, learners have a very wide vocabulary, including technical and idiomatic expressions. They can understand longer and more complex texts and use the language flexibly and effectively in social, academic, and professional contexts.
- 6) C2/Proficient. At the C2 level, learners can understand and use an extensive vocabulary, including specialized terminology used in high-level technical and academic discussions. They can use the language fluently, spontaneously, and accurately in any situation¹⁴.

¹⁴Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press.

2. Learning Media of Digital Era

Learning media in this digital era refers to the tools, platforms, and technologies used to facilitate the learning process through digital means. With the rapid advancement of information and communication technology, education has also been significantly impacted, leading to the fast development of digital-based learning media. This advancement makes education more interactive, flexible, and easily accessible.

a. Definition Learning Media of Digital Era

Learning media in the digital era encompasses all forms of media that utilize digital technology to deliver educational content, whether through the internet, software, hardware, or other digital platforms. This media includes various formats such as videos, audio, text, images, simulations, and educational games, which can be accessed through digital devices like computers, tablets, smartphones, and more. According to Bates, digital learning media refers to tools that use digital technology and the internet to connect teachers and students, allowing access to educational materials anytime and anywhere¹⁵.

b. Types of Digital Learning Media

In the digital era, there are various types of learning media used to support the teaching and learning process. Here are some types of digital learning media;

¹⁵Bates, A. W. (2015). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. BCcampus Open Textbook Project.

1) Learning Management System

An LMS (Learning Management System) is a platform used to manage, distribute, and monitor learning materials. According to Smaldino, Lowther, and Russell, a Learning Management System (LMS) is a platform or software used to plan, implement, and evaluate the online learning process. LMS provides tools for managing digital learning, including the distribution of learning materials, classroom activity management, communication between teachers and students, and tracking student progress¹⁶. LMS is beneficial for facilitating access to materials for both teachers and students from anywhere and at any time, monitoring learning progress, and enabling online collaboration. Some popular LMS platforms include Google Classroom, Zoom, Sevima, Canvas, and others.

2) Multimedia Interaktif

Multimedia is a form of media that combines various elements such as text, images, audio, video, and animation, creating engaging visualizations that allow users to interact with the content. According to Neil Selwyn, interactive multimedia plays a crucial role in modern education because it can enhance student engagement and make the learning process more interesting and effective. In the use of interactive multimedia, several educational resources can be utilized, including instructional videos from YouTube, educational podcasts, and social media platforms such as Instagram, Twitter, and TikTok.

¹⁶Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional Technology and Media for Learning* (10th ed.). Pearson.

c. Advantages of Digital Learning Media

Here are some advantages of using digital learning media in the educational process;

- Students can access learning materials anytime and anywhere through digital devices.
- Digital platforms enable students to collaborate, discuss, and share knowledge with their peers online through discussion forums, chat, or video conferences.
- Digital media, such as interactive multimedia, allows students to learn in a more active and participatory way, which can enhance their engagement with the subject matter.

3. Instagram

a) Definition of Instagram

Instagram is one of the popular media today that displays interesting images and videos under the auspices of the meta platform. Instagram was launched in 2010 by Kevin Systrom and Mike Krieger in 2010 with the aim of providing a platform that could be a place to display photos and videos and began to grow rapidly in 2012 after being bought by Facebook.



Picture 2.1 Logo Instagram

b) Instagram as a Learning Media

Instagram can be used as a learning medium by presenting educational content in visually appealing formats. According to Alharthi & Hossain, this platform effectively captures students' attention and facilitates the learning process through engaging visuals and interactive features¹⁷, teachers can leverage Instagram to share study tips, explain concepts, or provide motivation to students. According to Bakhshandeh & Karamian, by using relevant hashtags, students can easily find content related to learning, such as #learnenglish and #vocabulary¹⁸.

Instagram shares various content formats, such as images, videos, and short texts. This can help capture the attention of students with different learning styles. Additionally, users can follow educational accounts, participate in discussions, and collaborate on learning projects, creating a sense of community among learners. Educational accounts can post relevant content, such as new vocabulary, study tips, and learning techniques. Features like quizzes or polls in Stories are often used by educational accounts to evaluate students' understanding interactively.

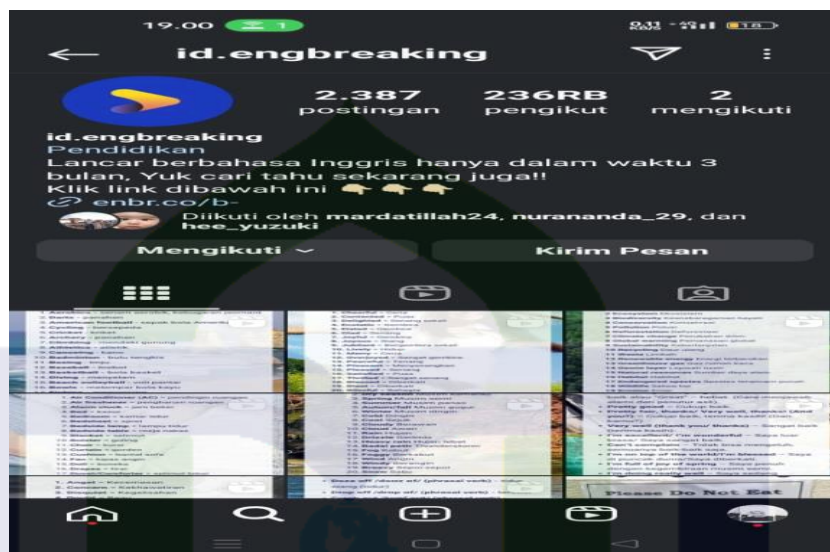
c) id.engbreaking Account

id.engbreaking is an Instagram account designed to help students and English language enthusiasts enhance their vocabulary. This account presents a variety of content, such as new vocabulary, everyday phrases, and English

¹⁷Alharthi, A., & Hossain, M. S. (2021). The use of Instagram as a learning tool. *Journal of Educational Technology & Online Learning*, 4(1), 1-12.

¹⁸Bakhshandeh, R., & Karamian, F. (2021). Instagram as a tool for teaching vocabulary: An exploratory study. *International Journal of Instruction*, 14(1), 67-80.

learning tips. Through engaging and interactive posts, users can learn vocabulary in a fun and memorable way.



Picture 2.2 id.engbreaking profil

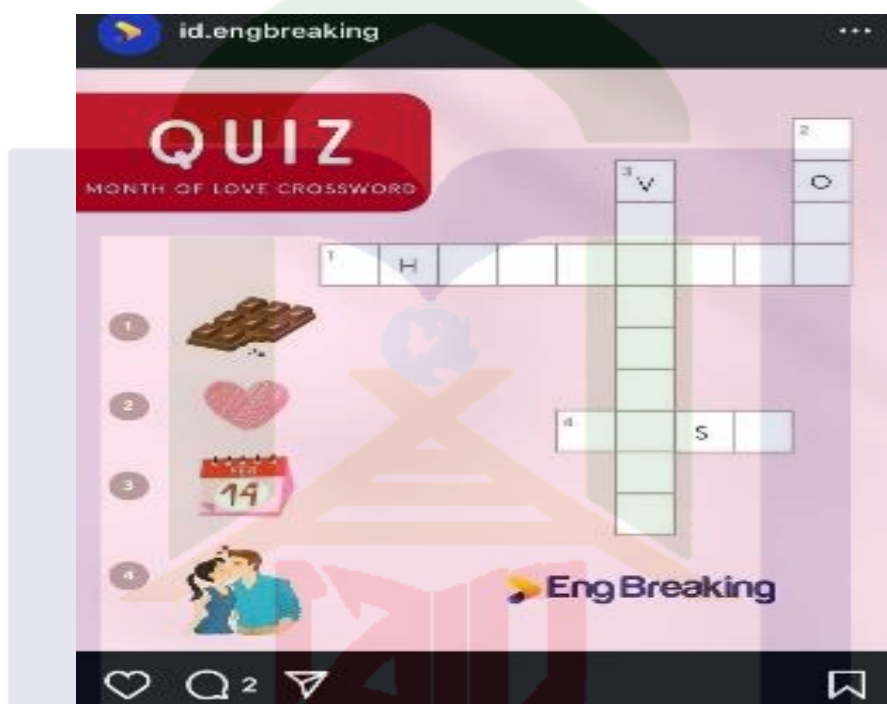
d) Examples of Real-World Applications

1) Interactive Vocabulary Quiz

EngBreaking offers quizzes that allow students to test their understanding of new vocabulary. For example, after learning vocabulary in a lesson, students can take puzzle quizzes that require them to answer based on the provided images. These quizzes help reinforce students' memory and provide immediate feedback on their understanding.

In addition to providing quizzes, EngBreaking encourages active learning by combining visual aids with interactive tasks. By incorporating images into the quizzes, students are prompted to connect words with their corresponding visuals, which enhances their ability to retain and recall new vocabulary. This

method not only makes the learning process more engaging but also supports different learning styles, especially for visual learners. Furthermore, the immediate feedback given after each quiz enables students to identify their strengths and areas for improvement, fostering a sense of progress and motivation in their vocabulary development journey.

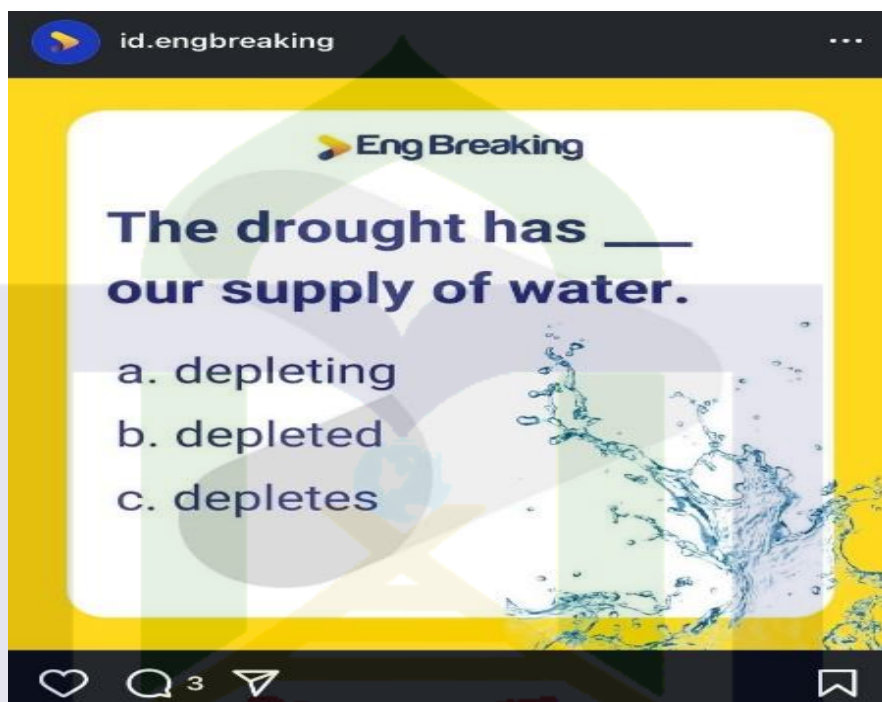


Picture 2.3 Vocabulary Quiz

2) Fill in the Blank

Fill-in-the-blank exercises allow students to fill in the missing words in sentences based on the given context. In these exercises, students must select the correct verb form to complete the sentences. These exercises help students improve their understanding of grammar and sentence structure by encouraging them to analyze the context and apply the appropriate verb form. By actively

engaging with the sentence construction process, students develop stronger critical thinking skills and enhance their ability to use vocabulary in accurate and meaningful ways.



Picture 2.4 Fill in The Blank

3) Listening Exercises

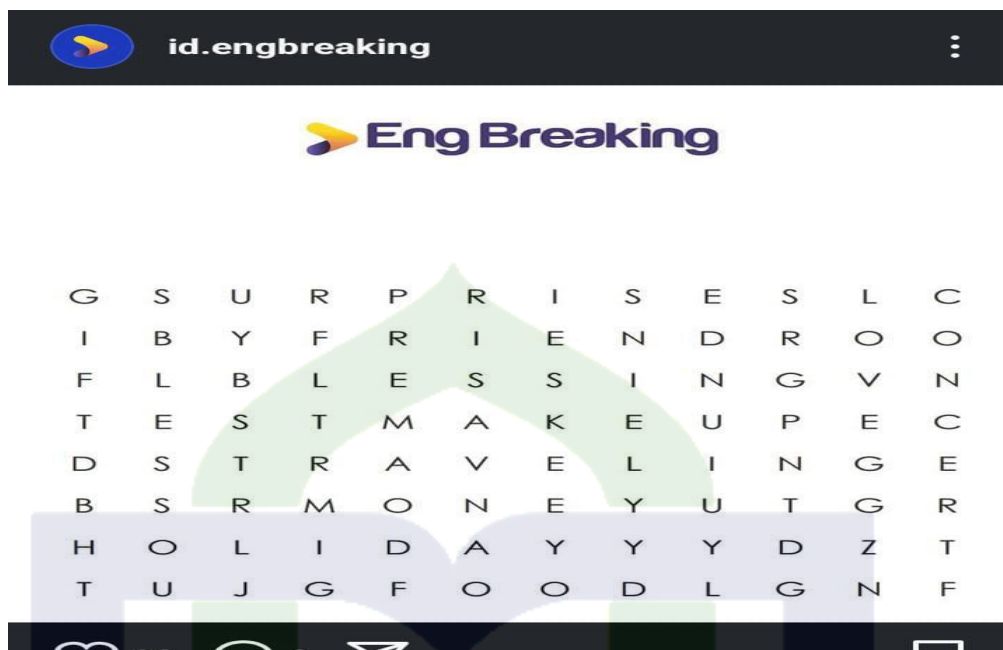
engbreaking also offers listening exercises where students can listen to conversations or monologues and questions to test their understanding of the vocabulary used. These exercises help students improve their listening comprehension skills while familiarizing themselves with the correct pronunciation answer related and usage of words in context.



Picture 2.5 Listening Exercises

4) Anagram Game

The letters of a word are scrambled, and followers must rearrange the letters to form the correct word. In the Instagram account ID.EngBreaking, it usually refers to a type of interactive content aimed at helping followers improve their English vocabulary. This activity is designed as a fun and educational word game.



Picture 2.6 Anagram Game

5) Learning Pronunciation

In the Instagram account ID.EngBreaking is done through interactive and audio-visual content designed to help followers improve their English pronunciation skills. Videos are usually equipped with phonetic transcription (IPA - International Phonetic Alphabet) to help users understand how to pronounce words. Examples

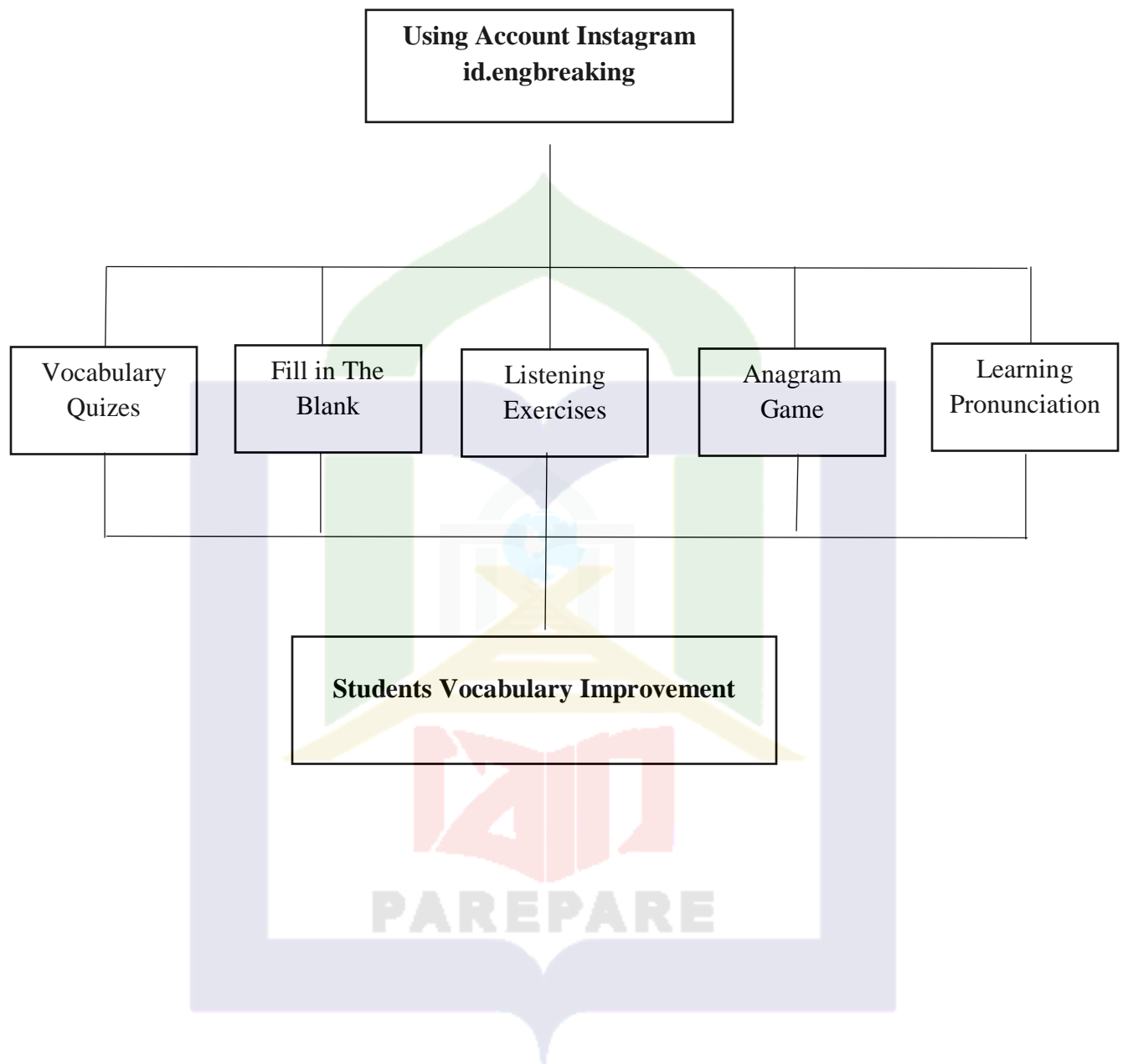


Picture 2.7 Learning Pronunciation

e) Advantages of Instagram in Learning English

- 1) **Attractive Visuals:** Instagram focuses on visual content, which can help simplify the understanding of concepts and enhance student engagement.
- 2) **Easy and Flexible Access:** Instagram can be accessed via smartphones, allowing students to learn anytime and anywhere.
- 3) **Social Interaction:** Instagram enables direct interaction between users, creating a space for discussion and collaboration.
- 4) **Availability of Diverse Content:** Many educators and educational institutions share educational materials on Instagram, providing various learning resources that can be accessed for free

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

This research will describe about the research design, location and duration, population and sample, instrument of the research, procedure of collecting data and data analysis technique.

A. Research Design

Quantitative research is systematic scientific research into parts and phenomena and their relationships. The aim of quantitative research is to develop and use mathematical models, theories and/or hypotheses related to natural phenomena. The measurement process is a central part of quantitative research because it provides a fundamental link between empirical observations and the mathematical expression of quantitative relationships¹⁹.

This research used a pre-experimental approach. The pre-experimental approach was a type of quantitative research that specifically focused on measuring causal relationships. In this research, the focus was solely on one class or, in other words, only on one group. This provided an additional advantage of identifying other independent variables that might have influenced changes.²⁰ The research used pre-experimental design with a pre-test and post-test. This was presented as follows:

Research Design²¹

E=O1 XO2

¹⁹Dr. Sandu Siyoto, SKM., M.Kes & M. Ali Sodik, M.A. “*Dasar Metodologi Penelitian*”. Literasi Media Publishing. 2015

²⁰Gay L, Geoffrey, Peter A. “*Educational Research*”. Pearson Education. 2012.

²¹Sugiyono. “*Metode Penelitian Kuantitatif, Kualitatif dan R & D*”. Cetakan ke-19. Bandung: Alfabeta 2013

Show of :

E : Pre-Experimental

X : Treatment

O1 : Pre-Test

O2 : Post-Test

B. Location

This research was conducted at SMKN 1 Pinrang, JL. Langnga Tasokkoe, Salo, Watang Sawitto Sub-District, Pinrang Regency, South Sulawesi.

The research is planned to last for one month.

C. Population and Sampel

1) Population

A population is a generalized domain consisting of objects or subjects that have certain properties and characteristics that researchers have determined to study them and draw conclusions from them.²² The population of this research used all the XI grade students of SMKN 1 Pinrang, which consisted of:

Table 3.1 Total Population XI of SMKN 1 Pinrang

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	XI Manajemen Perkantoran 2	25	8	33
2.	XI Teknik Ketenagalistrikan	27	3	30
3.	XI Busana	34	0	34

4.	XI Pemasaran	19	14	33
5.	XI Akuntansi 2	20	12	32
6.	XI Manajemen Perkantoran 1	25	11	36
7.	XI Akuntansi 1	20	10	30
8.	XI Desain Komunikasi Visual	16	16	32
TOTAL				260 STUDENTS

(Source Data: Information Board in the Teacher's Room)

2) Sampel

The sample was a subset of the number and characteristics of the population. When a researcher was unable to study the entire population, such as when the population was large and resources, energy, or time were limited, the researcher used samples from that population.²³. The sample of this research was selected using random sampling technique. Based on the observation, the chosen sample was the XI Teknik Ketenagalistrikan class, with a total of 30 students.

D. Instrument of The Research

The data collection procedure applied used a pre-test and post-test, utilizing the ID.EngBreaking account to improve students' vocabulary in learning English. Used multiple-choice questions for the pre-test and post-test. There were 5 questions focusing on meaning, 5 questions on pronunciation, 5 questions on spelling, and 5 questions on grammar, making a total of 20 questions.

²³Sugiyono. 2011. "Metode Penelitian Kuantitatif, Kualitatif dan R & D". Bandung: Alfabeta 143

E. Procedure of Collecting Data

1. Observation

Observation was conducted to examine the English learning process of students and to carry out interviews before implementing the treatment. This was done to determine the level of student motivation in learning English. The observation aimed to identify the problems faced by students during English lessons.

2. Test

A test was a tool or procedure used to find or measure something in a situation using specific methods and rules.²⁴ As a data collection tool, a test consisted of a series of questions or exercises designed to measure the knowledge, intelligence, skill, or talent of an individual or group. From this definition, it was clear that a test was a set of questions asked of students to determine their learning outcomes.

This research used several types of tests to conduct the research, namely;

- a. **The pre-test.** The test was conducted before the learning process. This test was administered to determine the students' level of knowledge about the material they would be learning. This data was used as the students' initial ability data. In the pre-test, questions were asked that matched the material provided by the teacher.
- b. **The post-test.** A test was administered at the end of the subject to determine the learning outcomes of students at a particular stage after

²⁴Prof. Dr. Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta 143

treatment. It was expected that the scores obtained on the post-test would be higher than the scores on the pre-test. The post-test was similar to the pre-test in that it asked explanatory questions.

3. Treatment

Treatment was a process that took place after a preliminary examination. The purpose of the treatment was to observe the students' growth and the influence of the two variables involved. The treatment process was carried out in six sessions which is four sessions and two sessions pre-test and post-test, during which the researchers implemented the use of the ID.EngBreaking account in English learning. Before providing the treatment, the researcher first gave a pre-test as an initial step to determine the students' vocabulary mastery. The steps carried out during the treatment process included:

1) First Meeting

“Introduction to the Account and Vocabulary Observation.” First, the researcher explained the learning objective of improving students' vocabulary through the social media platform. After the students opened the id.engbreaking account, the researcher asked them to note down 5 vocabulary words they found on the account. The researcher then explained the meanings and pronunciations of these words, writing the pronunciation symbols to help students easily learn how to pronounce them. The researcher also demonstrated how to use these vocabulary words in sentences. After the explanation, the students were asked to write down the same 5 vocabulary words.

2) Second Meeting

“Understanding and Contextual Usage.” Before starting the lesson, the researcher asked the students to recall the vocabulary from the previous meeting without looking at their notes and to pronounce them correctly. Next, the researcher created fill-in-the-blank sentences using vocabulary from the id.engbreaking account, and the students were asked to complete the sentences in groups. Afterward, before concluding the lesson, the researcher asked the students to write a short paragraph using the 5 vocabulary words they had learned from the id.engbreaking account.

3) Third Meeting

“Creative Practice.” The researcher conducted a quiz using a fast-answer method, displaying vocabulary from the id.engbreaking Instagram account, and then asked the students to quickly respond with synonyms, antonyms, or the usage of the words in sentences.

4) Fourth Meeting

“Vocabulary Evaluation.” The researcher gave the students the opportunity to memorize all the vocabulary they had learned throughout the learning process. Afterward, the researcher scrambled the letters of the vocabulary words and allowed the students to rearrange the scrambled letters into the correct words. This activity was conducted to assess the improvement in students' vocabulary, not only in memorization but also in recalling the correct spelling by correcting the scrambled words.

After conducting four meetings for the treatment, the researcher gave a post-test during the final meeting to see whether there was any

improvement from the pre-test scores. The treatment was carried out using the Instagram account id.engbreaking during the four meetings

F. Technique of Data Analysis

All data were collected before and after the test. The following steps were used:

1. Scoring the students answers:

$$\text{Score} = \frac{\text{Students corret answers}}{\text{The total of number}} \times 100$$

2. Classifying the score five level as the following :

Tabel 3.2 Classification of the students score²⁵

NO	CLASSIFICATION	SCORE
1.	Excellent	86-100
2.	Good	71-85
3.	Enough	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

3. Finding out the mean of the students score, as follow the form;

$$\bar{x} = \frac{\sum X_i}{n}$$

²⁵Dirjen Pendidikan Dasar dan Menengah. D. P. D (2005). Peraturan Direktorat Jendral Pendidikan Dasar dan Menenengah, Tentang: *Penilaian Perkembangan Anak Didik*. Jakarta Depdiknas.

Which is;

\bar{x} : Mean

$\sum X_i$: Score Totals

n : The total of students²⁶

4. The Formula Calculates The Percentage Of Student Scores

$$P = \frac{F}{N} \times 100\%$$

Which is :

P : The Presentage Of Student Responds

F : The Frequency Of Student Responds

N : The Total of Students

5. The Formula Gets The Standard Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

Which is :

SD : Standar Deviation

$\sum x^2$: The number of student scores have been squared

$(\sum x)^2$: The number of student score

n : The total of students

²⁶Suharsimi Arikunto. *Dasar – Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. 2009

6. The formula gets the different of the mean scores between pre-test and post-test by calculate T-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{n(n-1)}}$$

Which is ;

t : Test Significant

D : The mean students score between X_1 and X_2

$\sum D$: The number of total score

$\sum D^2$: The number of scores have been squared

n : The total of students²⁷

²⁷Gay L, Geoffrey, Peter A. "Educational Research". Pearson Education. 2012.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The researcher examined the use of the Instagram account *id.engbreaking* in an effort to improve the vocabulary of students in class XI.TITL at SMKN 1 Pinrang. Based on the research conducted in the classroom over six meetings, in the treatment four meeting and pre-test and post-test two meetings, the researcher administered pre-tests and post-tests to all students to answer the research questions and address the hypotheses formulated.

1. The Students Vocabulary Before Using Account Instagram *id.engbreaking*.

The integration of social media in education has improved access to learning, particularly in vocabulary acquisition. Instagram was the most popular visual platform for providing engaging and interactive content for language development. The *id.engbreaking* account served as a practical resource for students to enrich their English vocabulary through innovative materials and posts.

To determine whether the use of the Instagram account *id.engbreaking* could improve students' vocabulary, the researcher conducted four sessions to implement the treatment using the *id.engbreaking* Instagram account. Before giving the treatment, the researcher first explained the learning process that would take place during the treatment. After explaining the learning flow, the students were given a pre-test to assess their initial vocabulary skills before the treatment was applied.

The first meeting was held on November 4, 2024, titled "Introduction to the Account and Vocabulary Observation." First, the researcher explained the

learning objective of improving students' vocabulary through the social media platform. After the students opened the id.engbreaking account, the researcher asked them to note down 5 vocabulary words they found on the account. The researcher then explained the meanings and pronunciations of these words, writing the pronunciation symbols to help students easily learn how to pronounce them. The researcher also demonstrated how to use these vocabulary words in sentences. After the explanation, the students were asked to write down the same 5 vocabulary words.

The second meeting took place on November 7, 2024, titled “Understanding and Contextual Usage.” Before starting the lesson, the researcher asked the students to recall the vocabulary from the previous meeting without looking at their notes and to pronounce them correctly. Next, the researcher created fill-in-the-blank sentences using vocabulary from the id.engbreaking account, and the students were asked to complete the sentences in groups. Afterward, before concluding the lesson, the researcher asked the students to write a short paragraph using the 5 vocabulary words they had learned from the id.engbreaking account.

The third meeting took place on November 11, 2024, titled “Creative Practice.” The researcher conducted a quiz using a fast-answer method, displaying vocabulary from the id.engbreaking Instagram account, and then asked the students to quickly respond with synonyms, antonyms, or the usage of the words in sentences.

The fourth meeting took place on November 18, 2024, titled “Vocabulary Evaluation.” The researcher gave the students the opportunity to memorize all the

vocabulary they had learned throughout the learning process. Afterward, the researcher scrambled the letters of the vocabulary words and allowed the students to rearrange the scrambled letters into the correct words. This activity was conducted to assess the improvement in students' vocabulary, not only in memorization but also in recalling the correct spelling by correcting the scrambled words.

After completing 4 sessions using the id.engbreaking Instagram account for vocabulary learning, on November 21, the researcher distributed the post-test to the students. This post-test was designed to assess the improvement in students' vocabulary before and after the treatment was applied.

Pre-test

In the pre-test, the researcher distributed 20 questions to measure the students' initial ability in mastering and understanding vocabulary. Then, the researcher provided treatment to the students after measuring their abilities through the pre-test. Below was the table of students' pre-test score classifications.

Table 4.1 The Students Vocabulary Score in Pre-Test

No.	Name	Pre-Test				
		Correct Answer	Form	Form	Score (X ₁)	(X ₁) ²
1	AAP	13	$P = \frac{f}{N} \times 100$	$P = \frac{13}{20} \times 100$	65	4225
2	AAR	4	$P = \frac{f}{N} \times 100$	$P = \frac{4}{20} \times 100$	20	400
3	A	0	$P = \frac{f}{N} \times 100$	-	0	0
4	A R	0	$P = \frac{f}{N} \times 100$	-	0	0

5	AL	0	$P = \frac{f}{N} \times 100$	-	0	0
6	KR	0	$P = \frac{f}{N} \times 100$	-	0	0
7	MP	0	$P = \frac{f}{N} \times 100$	-	0	0
8	MFRL	14	$P = \frac{f}{N} \times 100$	$P = \frac{14}{20} \times 100$	70	4900
9	MI	2	$P = \frac{f}{N} \times 100$	$P = \frac{2}{20} \times 100$	10	100
10	MFA	8	$P = \frac{f}{N} \times 100$	$P = \frac{8}{20} \times 100$	40	1600
11	MH	10	$P = \frac{f}{N} \times 100$	$P = \frac{10}{20} \times 100$	50	2500
12	MPN	13	$P = \frac{f}{N} \times 100$	$P = \frac{13}{20} \times 100$	65	4225
13	MRR	12	$P = \frac{f}{N} \times 100$	$P = \frac{12}{20} \times 100$	60	3600
14	M	4	$P = \frac{f}{N} \times 100$	$P = \frac{4}{20} \times 100$	20	400
15	MAA	10	$P = \frac{f}{N} \times 100$	$P = \frac{10}{20} \times 100$	50	2500
16	MFR	8	$P = \frac{f}{N} \times 100$	$P = \frac{8}{20} \times 100$	40	1600
17	MF	9	$P = \frac{f}{N} \times 100$	$P = \frac{9}{20} \times 100$	45	2025
18	MFS	0	$P = \frac{f}{N} \times 100$	-	0	0
19	MRS	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
20	MK	0	$P = \frac{f}{N} \times 100$	-	0	0
21	NRA	8	$P = \frac{f}{N} \times 100$	$P = \frac{8}{20} \times 100$	40	1600
22	NIA	13	$P = \frac{f}{N} \times 100$	$P = \frac{13}{20} \times 100$	65	4225
23	PS	5	$P = \frac{f}{N} \times 100$	$P = \frac{5}{20} \times 100$	25	625

24	RA	0	$P = \frac{f}{N} \times 100$	-	0	0
25	SH	9	$P = \frac{f}{N} \times 100$	$P = \frac{9}{20} \times 100$	45	2025
26	S	0	$P = \frac{f}{N} \times 100$	-	0	0
27	SYM	11	$P = \frac{f}{N} \times 100$	$P = \frac{11}{20} \times 100$	55	3025
28	TKM	11	$P = \frac{f}{N} \times 100$	$P = \frac{11}{20} \times 100$	55	3025
29	TQU	9	$P = \frac{f}{N} \times 100$	$P = \frac{9}{20} \times 100$	45	2025
30	XET	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
Total					$\sum X_1$ = 1015	$(\sum X_1)^2$ = 55875

After calculating the students' pre-test scores, the next step is to classify these scores into frequency percentages to simplify the analysis. This frequency percentage is used to observe the distribution of students' scores based on specific categories, such as very low, low, medium, high, and very high. The purpose is to provide a clearer picture of the students' initial vocabulary mastery levels before any treatment or intervention is given. This helps the researcher identify areas that need improvement in the next stages.

Table 4.2 The Classification Score, Frequency and Percentage of Pre-Test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	85 – 100	0	0%
2	Good	75 – 84	2	7%

3	Enough	60 – 74	5	17%
4	Poor	40 – 59	10	33%
5	Very Poor	0 – 39	13	43%
Total			30	100%

an Enough score, 10 students (33%) achieved a Poor score, and 13 students (43%) achieved a Very Poor score. After identifying the classification of the students' percentage frequency Based on the classification table above, it showed that the students' ability in vocabulary learning was still very poor. Referring to the percentages in Table 4.2, out of 30 students, none achieved an Excellent score, 2 students (7%) achieved a Good score, 5 students (17%) achieved, the researcher calculated the average score presented in Table 4.1.

2. The Students Vocabulary After Using Account Instagram id.enbreaking

Post-Test

Table 4.3 Students Vocabulary Score in Post-Test

No.	Name	Post-Test				
		Correct Answer	Form	Form	Score (X ₂)	(X ₂) ²
1	AAP	19	$P = \frac{f}{N} \times 100$	$P = \frac{19}{20} \times 100$	95	9025
2	AAR	14	$P = \frac{f}{N} \times 100$	$P = \frac{14}{20} \times 100$	70	4900
3	A	0	$P = \frac{f}{N} \times 100$	-	0	0
4	AH	20	$P = \frac{f}{N} \times 100$	$P = \frac{20}{20} \times 100$	100	8100
5	AL	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100

6	KR	17	$P = \frac{f}{N} \times 100$	$P = \frac{17}{20} \times 100$	85	7225
7	MP	20	$P = \frac{f}{N} \times 100$	$P = \frac{20}{20} \times 100$	100	10000
8	MFRL	17	$P = \frac{f}{N} \times 100$	$P = \frac{17}{20} \times 100$	85	7225
9	MI	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100
10	MFA	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
11	MH	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100
12	MPN	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100
13	MRR	19	$P = \frac{f}{N} \times 100$	$P = \frac{19}{20} \times 100$	95	9025
14	M	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
15	MAA	14	$P = \frac{f}{N} \times 100$	$P = \frac{14}{20} \times 100$	70	4900
16	MFR	14	$P = \frac{f}{N} \times 100$	$P = \frac{14}{20} \times 100$	70	4900
17	MF	16	$P = \frac{f}{N} \times 100$	$P = \frac{16}{20} \times 100$	80	6400
18	MFS	0	$P = \frac{f}{N} \times 100$	-	0	0
19	MRS	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
20	MK	0	$P = \frac{f}{N} \times 100$	-	0	0
21	NRA	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
22	NIA	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100
23	PS	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100
24	RA	0	$P = \frac{f}{N} \times 100$	-	0	0

25	SH	14	$P = \frac{f}{N} \times 100$	$P = \frac{14}{20} \times 100$	70	4900
26	S	17	$P = \frac{f}{N} \times 100$	$P = \frac{17}{20} \times 100$	85	7225
27	SYM	18	$P = \frac{f}{N} \times 100$	$P = \frac{18}{20} \times 100$	90	8100
28	TKM	15	$P = \frac{f}{N} \times 100$	$P = \frac{15}{20} \times 100$	75	5625
29	TQU	16	$P = \frac{f}{N} \times 100$	$P = \frac{16}{20} \times 100$	80	6400
30	XET	19	$P = \frac{f}{N} \times 100$	$P = \frac{f}{N} \times 100$	95	9025
Total					$\Sigma X_2 =$ 2185	$(\Sigma X_2)^2$ =184075

After calculating the students' post-test scores, the next step is to classify these scores into frequency percentages to simplify the analysis. This frequency percentage is used to observe the distribution of students' scores based on specific categories, such as very low, low, medium, high, and very high. The purpose is to provide a clearer picture of the students' initial vocabulary mastery levels before any treatment or intervention is given. This helps the researcher identify areas that need improvement in the next stages.

Table 4.4 The Classification Score, Frequency and Percentage of Post-Test

No.	Classification	Score	Frequency of Post-Test	Percentage of Post-Test
1	Excellent	85 – 100	15	50%
2	Good	75 – 84	7	24%
3	Enough	60 – 74	4	13%

4	Poor	40 – 59	0	0%
5	Very Poor	0 – 39	4	13%
Total			30	100%

Based on the classification table of the percentage frequencies of students' post-test scores above, it can be observed that vocabulary learning improved after using the Instagram account *id.engbreaking* during the treatment. The percentage of students' scores in the post-test was 50% (15 students) in the *excellent* category, 24% (7 students) in the *good* category, 13% (4 students) in the *enough* category, and 13% (4 students) in the *very poor* category. The four students in the *very poor* category did not attend the pre-test, treatment, or post-test. These percentage results demonstrate an improvement in students' vocabulary learning abilities.

3. The Improvement Students Vocabulary Before and After Using Account Instagram *id.engbreaking*
 - a. The Mean of Pre-Test/Post-Test

Table 4.5 Score The Mean Pre-Test/Post-Test

Pre - Test	Post – Test
33.8	72.8

The results of the study showed a significant improvement in students' vocabulary mastery using the Instagram account *id.engbreaking*, with the average pre-test score improving from 33.8 to 72.8 in the post-test. This improvement reflected the effectiveness of the teaching method applied in helping students better understand the material. The considerable difference between the pre-test and post-test scores also indicated that the innovative learning strategy

successfully enhanced students' motivation to learn, leading to more optimal learning outcomes.

b. Standard Deviation of Pre-Test/Post-Test

4. 6 Table Score Standard Deviation Pre-Test/Post-Test

Pre - Test	Post – Test
27.24	29.32

Based on the calculation results, the standard deviation of the pre-test scores was 27.24, which is quite high, indicating that the data is spread out or varied. The standard deviation of the post-test scores was 29.32, which is also quite high, showing that the data is similarly spread out or varied. This was due to the wide range of student scores, from 0 to 75. The score of 0 was recorded for four students who never attended any of the sessions.

c. T-test

To ensure the statistical accuracy of each student's score, the researcher used the formula below to calculate the difference in the average scores between the pre-test and post-test.

$$D = \frac{\sum D}{N} = \frac{1170}{30} = 39$$

Based on the calculations above, a result of 39 was obtained, which was then used to calculate the t-test value. To determine the t-table value, a significance level of 5% ($\alpha = 0.05$) was used, with degrees of freedom calculated as $df = N - 1$, $df = 30 - 1 = 29$.

Table 4.7 Test of Significant

Variable	T-Test	T-Table
Pre-test and Post-Test	7.2	1.699

This showed that the t-test value was greater than the t-table value ($7.2 \geq 1.699$). Based on the calculation of the t-test and t-table values, it was concluded that the students' vocabulary mastery improved after receiving treatment using the Instagram application with the id.engbreaking account. This improvement was evident from the higher average post-test scores compared to the pre-test scores. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Thus, the use of the id.engbreaking account on the Instagram platform proved effective in helping X.TITL class students at SMK 1 Pinrang enhance their vocabulary skills, ultimately contributing positively to their overall English proficiency.

B. Discussion

1. The Students Vocabulary Before Using Account Instagram id.engbreaking

Based on the results of the pre-test, the Students Vocabulary Before Using Account Instagram id.engbreaking none of the 30 students achieved an Excellent score. Only 2 students (7%) received a Good score, 5 students (17%) scored Enough, 10 students (33%) scored Poor, and 13 students (43%) scored Very Poor.

From the above analysis, it could be seen that only 2 students achieved an Excellent score before using the Instagram account id.engbreaking as a medium in the English learning process, 5 students fell into the Good category, 10 students were categorized as Poor, and the majority, 13 students, were in the

Very Poor category. This could have been because many students in an EFL (English as a Foreign Language) environment had limited opportunities to be exposed to English in their daily lives, relying solely on what they received at school. This lack of exposure resulted in limited vocabulary due to insufficient linguistic input. This was also supported by Krashen's theory Input Hypothesis, which stated that language learning occurred through comprehensible input. If students did not have access to sufficient English input, their vocabulary development would have been hindered.²⁸

In addition, the teaching method used focused only on traditional methods that emphasized memorization and translation without relevant context, which was often ineffective in helping students understand and use new vocabulary meaningfully and contextually. Nation, in his book *Learning Vocabulary in Another Language*, explained that vocabulary learning required active engagement through various contexts such as listening, reading, speaking, and writing. If students only learned through memorization, their vocabulary retention tended to be low. On the contrary, if students were actively engaged with vocabulary through various contexts, they were more likely to remember and use the words effectively.²⁹

Before using the Instagram account id.engbreaking, students had not received engaging learning media and only focused on textbooks, which often failed to capture students' attention, making the learning process less effective. Meanwhile, the use of media that tended to be more engaging for students could

²⁸Krashen, S. D. *The Input Hypothesis: Issues and Implications*. Longman. (1985).

²⁹Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press. (2001).

attract their interest in the learning system. As explained by Mayer's Cognitive Theory of Multimedia Learning, the use of engaging audiovisual-based media could increase student engagement and help them better understand the material.³⁰

From the results of the pre-test and the explanation above, it showed the need for more engaging and effective teaching methods or media, such as Instagram id.engbreaking, which could provide richer, contextual, and relevant linguistic input for students. This medium could help enhance learning motivation, offer greater exposure to vocabulary, and create a more interactive learning experience.

2. The Students Vocabulary After Using Account Instagram id.engbreaking

Based on the results of the post-test, 50% (15 students) were in the Excellent category, 24% (7 students) were in the Good category, 13% (4 students) were in the Enough category, and 13% (4 students) were in the Very Poor category. The 4 students in the Very Poor category had not attended the pre-test, treatment, or post-test.

Based on the results above, the use of media such as Instagram in the learning material could be more varied, with images, videos, and infographics that catered to different learning styles. Richard Mayer, in his book *Multimedia Learning Theory*, stated that delivering material through multiple channels (verbal and visual) could help reinforce understanding and reduce cognitive load, as information is processed through two different channels. As a result, students not only learned vocabulary through text but also through images or videos that

³⁰Mayer, R. E. *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press. (2005).

showed the context in which the words were used, making the learning more meaningful and easier to remember. Furthermore, the delivery of the material became more varied and engaging.

The use of mobile applications, such as Instagram, provided opportunities for more student-centered learning. According to Anderson in his Connectivism theory, learning in the digital era should focus on more independent and contextual learning, with students at the center of the learning process.³¹ With applications like Instagram, students could choose the type of content they wanted to study, interact with the material directly, and use technology to connect the knowledge they gained with their everyday life. Thus, the use of the Instagram account id.engbreaking could create student-centered learning, where the material and content, used in contextually appropriate ways, made students more focused and interested in continuing to learn more due to the easy access, in addition to learning at school.

Technology-based learning media tended to attract students' attention more than traditional methods. Nation explained that effective vocabulary learning required active engagement through various contexts, including listening, reading, speaking, and writing.³² Instagram, as a platform closely tied to students' daily lives, was able to enhance their learning motivation by providing a relevant and enjoyable learning experience. The use of social media, specifically the Instagram account id.engbreaking, allowed students to learn

³¹Anderson, T. *The theory and practice of online learning*. Athabasca University Press. (2008).

³²Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press. (2001).

independently, access various learning materials anytime and anywhere, thus promoting more flexible and effective learning.

Thus, the results of the post-test and the explanation above showed that engaging and relevant learning media, such as the Instagram account id.engbreaking, supported more flexible, interactive, and contextual learning. This not only improved and helped students retain vocabulary in a more effective and enjoyable way, but also the engagement and motivation of students had a significant positive impact on their vocabulary.

3. The Students Vocabulary Improvement Before and After Using Account Instagram id.engbreaking

Based on the result of mean score of pre-test is 33.8, while the post-test is 72.8, the standard deviation of pre-test is 27.24 and post -test is 29.32. Furthermore t-test result was 7.2, while the t-table value was 1.699, indicating that the t-test value of 7.2 is greater than the t-table value of 1.699. These results demonstrate an improvement in the students' vocabulary mastery in English language learning.

Platforms like Instagram in social media offer unique ways to deliver educational content digitally. Using the account 'id.engbreaking' has great potential to provide a good option for teaching vocabulary in a simpler and more enjoyable way. This study aims to demonstrate the effectiveness of using Instagram to address the issue of improving students' vocabulary mastery.

The use of the Instagram account id.engbreaking had a positive impact on students' motivation to learn English vocabulary. The content presented through short videos, daily-used vocabulary texts, and interactive quizzes made

students more interested in studying the material. This differed from the textbook-focused learning method, which tended to be monotonous. By utilizing engaging visual and audio elements, students felt more directly involved, thereby increasing their motivation to learn new vocabulary.

The improvement of students' pronunciation skills was also trained through the audio feature that allowed them to listen to the correct pronunciation of vocabulary with proper accents. During the learning process, students mimicked the pronunciation of these words, which enhanced their pronunciation skills. By frequently listening and mimicking, students gradually corrected their pronunciation mistakes and became more confident in speaking English. Additionally, the availability of pronunciation tutorial videos helped students learn independently outside formal lesson hours and beyond the school environment.

The results showed a significant difference in the vocabulary mastery of students after receiving treatment using the Instagram account 'id.engbreaking' during the learning process. Engaging features such as quizzes, graphics, and brief explanations encouraged greater interest and understanding, leading to improved students vocabulary. This study was also supported by Alfu Habibah et al., in their research "The Effect of Instagram in Learning English Vocabulary," which demonstrated that the use of Instagram in vocabulary learning had a positive impact on students' vocabulary acquisition and mastery.³³

This research is also supported by the theory of Mohamed Ally and Afgoustos Tsinakos in their book entitled "Mobile Learning And Applications In

³³Habibah, A. et.all. *"The Effect Of Instagram In Learning English Vocabulary"* Datokarama English Education Journal Vol.2 No. 1, 2021.

Higher Education” which states that mobile learning allows students to learn anywhere and anytime, with content tailored to individual needs and the devices used. This theory supports the flexibility of personalized and interactive learning. In addition, mobile learning increases student engagement through the use of multimedia-based applications such as videos, images, audio, and interactive quizzes. This communication platform can improve students vocabulary.³⁴

This study is also supported by (Nur, R. et al., 2021; Widia, R. & Ayu, M., 2021), both of which argue that Instagram has a significant impact on improving students' vocabulary³⁵. Instagram can be accessed anywhere, and its engaging features attract students, making vocabulary learning easier and faster to understand.³⁶

In addition to the previous studies, this research was also supported by the book *The Cambridge Handbook of Multimedia Learning*. This book discussed the application of multimedia in second language learning and its impact on vocabulary acquisition. Multimedia itself is the combination of audio, text, and visual images, and Instagram is also considered multimedia because it provides a blend of text, audio, and visual images that can be used in the learning process. This approach increased vocabulary comprehension because students could associate new words with visual representations or direct contexts.³⁷

³⁴Ally, M., & Tsinakos, A. (Eds.). *Mobile Learning and Applications in Higher Education*. Athabasca University Press. 2014.

³⁵Nur, R. et.al. "Instagram Usage in Learning English: A Literature Review". TELL: Teaching of English Language and Literature Journal. Vol.9 No. 2. 2021

³⁶Widia, R & Ayu, M. "*The Impact Of Using Instagram For Increasing Vocabulary And Listening Skill*". Journal of English Language Teaching and Learning. 2021

³⁷Richard E. Mayer. ""The Cambridge Handbook of Multimedia Learning". Cambridge University Press. 2005

From the explanation above, the use of the Instagram account id.engbreaking could be used to teach vocabulary in order to improve students' vocabulary mastery. The id.engbreaking Instagram account allowed students to learn anytime and anywhere. They could access content whenever they wanted through the devices they used, which supported independent learning. By including phrases or vocabulary used in everyday conversations, which were relevant to students' lives, this made the learning process more contextual and practical.

The use of the id.engbreaking account not only provided short-term improvements but also helped students develop the habit of learning vocabulary independently. By regularly following the account, students became accustomed to exploring new words every day. Additionally, the comment and interaction features on Instagram allowed students to discuss with other users, which broadened their knowledge. With a consistent approach, students developed a wider vocabulary, which ultimately supported their abilities in speaking, reading, and writing English more effectively.

Based on the results and previous explanation, it can be stated that the use of the Instagram account in improving students' mastery at SMK 1 Pinrang was able to enhance the vocabulary mastery of the XI TITL class students.

CHAPTER V

CLOSING

A. Conclusion

1. The Students Vocabulary Before Using Account Instagram id.engbreaking

Based on the results of the pre-test, the Students Vocabulary Before Using Account Instagram id.engbreaking none of the 30 students achieved an Excellent score. Only 2 students (7%) received a Good score, 5 students (17%) scored Enough, 10 students (33%) scored Poor, and 13 students (43%) scored Very Poor. The results of the pre-test it showed the need for more engaging and effective teaching methods or media, such as Instagram id.engbreaking, which could provide richer, contextual, and relevant linguistic input for students. This medium could help enhance learning motivation, offer greater exposure to vocabulary, and create a more interactive learning experience.

2. The Students Vocabulary After Using Account Instagram id.engbreaking

Based on the results of the post-test, 50% (15 students) were in the Excellent category, 24% (7 students) were in the Good category, 13% (4 students) were in the Enough category, and 13% (4 students) were in the Very Poor category. The 4 students in the Very Poor category had not attended the pre-test, treatment, or post-test. Thus, the results of the post-test showed that engaging and relevant learning media, such as the Instagram account id.engbreaking, supported more flexible, interactive, and contextual learning. This not only improved and helped students retain vocabulary in a more

effective and enjoyable way, but also the engagement and motivation of students had a significant positive impact on their vocabulary

3. The Students Vocabulary Improvement Before and After Using Account Instagram id.engbreaking

Based on the result of mean score of pre-test is 33.8, while the post-test is 72.8, the standard deviation of pre-test is 27.24 and post -test is 29.32. Furthermore t-test result was 7.2, while the t-table value was 1.699, indicating that the t-test value of 7.2 is greater than the t-table value of 1.699. These results demonstrate an improvement in the students' vocabulary mastery in English language learning. The use of the id.engbreaking account not only provided short-term improvements but also helped students develop the habit of learning vocabulary independently. By regularly following the account, students became accustomed to exploring new words every day. Additionally, the comment and interaction features on Instagram allowed students to discuss with other users, which broadened their knowledge. With a consistent approach, students developed a wider vocabulary, which ultimately supported their abilities in speaking, reading, and writing English more effectively.

Based on the research results, the use of the Instagram account id.engbreaking was proven effective in improving vocabulary mastery among XI TITL students at SMK 1 Pinrang.

B. Suggestion

Students could be asked to create their own educational content using Instagram features, such as Reels or Stories. This would not only improve their vocabulary mastery but also enhance their creativity in utilizing technology. In this way, schools could develop an official Instagram account dedicated to learning, adopting concepts and methods from id.engbreaking to create a fun learning environment and support collaborative learning.



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APPENDICES

1. Virtue of Consultant Degree

 <p>KEPUTUSAN DEKAN FAKULTAS TARBIYAH NOMOR : 4995 TAHUN 2023 TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE</p>	
DEKAN FAKULTAS TARBIYAH	
Menimbang	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
Mengingat	b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
	3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
	6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
	11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
	b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
MEMUTUSKAN	
Menetapkan	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
Kesatu	Menunjuk saudara: 1. Dr. Abd. Haris Sunubi, M.Pd. 2. Yassica Noviasmy, M.Pd.
	Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
	Nama : Muhammad Dahniel
	NIM : 202020388203076
	Program Studi : Pendidikan Bahasa Inggris
	Judul Skripsi : Using Account Instagram " Giovana Gogola " to Learn English at SMKN 1 Pinrang Students
Kedua	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.
Ditetapkan di Parepare Pada Tanggal 30 November 2023 Dekan  Dr. Zulfah, M.Pd. NIP. 198304202008012010	

2. Letter of Research Permit Recommendation

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : J.L. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-3881/In.39/FTAR.01/PP.00.9/10/2024 30 Oktober 2024
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan
di
KOTA MAKASSAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: MUHAMMAD DAHNIEL
Tempat/Tgl. Lahir	: PALELENG, 07 Juli 2002
NIM	: 2020203888203076
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: PALELENG ,DESA KASERALAU DUSUN PALELENG

Bermaksud akan mengadakan penelitian di wilayah Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan dalam rangka penyusunan skripsi yang berjudul :

USING ACCOUNT INSTAGRAM "ID.ENGBREAKING" TO IMPROVE STUDENTS' VOCABULARY AT SMKN 1 PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 31 Oktober 2024 sampai dengan tanggal 30 November 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

3. Letter of Research Permit Recommendation by PTPS


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 28312/S.01/PTSP/2024	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulawesi Selatan
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Dekan Fak. tarbiyah Institut Agama islam Negeri Parepare Nomor : B.3881/In.39/FTAR.01/PP.00.9/10/2024 tanggal 30 Oktober 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: MUHAMMAD DAHNIEL
Nomor Pokok	: 2020203888203076
Program Studi	: Pend.Bahasa inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Amal Bakti No. 08 Soreang Parepare PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" USING ACCOUNT INSTAGRAM"ID.ENGBREAKING"TO IMROVE STUDENTS' VOCABULARY
AT SMKN1 PINRANG "**

Yang akan dilaksanakan dari : Tgl. **06 November s/d 06 Desember 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 06 November 2024

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth

1. Dekan Fak. tarbiyah Institut Agama islam Negeri Parepare;
2. *Pertinggal.*

4. Letter of Research Completion

**PEMERINTAH PROVINSI SULAWESI SELATAN**
DINAS PENDIDIKAN
UPT SMK NEGERI 1 PINRANG
Alamat : Jalan LanggaTassokkoe Telp. (0421)3911728,Fax.(0421)3911728
Email: esmkn1pinrang@gmail.com ; Web: http://smkn1pinrang.sch.id

SURAT KETERANGAN
Nomor : 421.5/665.3-UPT SMKN.1/PRG/DISDIK

Yang bertanda tangan di bawah Kepala UPT SMK Negeri 1 Pinrang, menerangkan bahwa :

N a m a : **MUHAMMAD DAHNIEL**
Nomor Induk Mahasiswa : 2020203888203076
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)

Benar yang tersebut namanya di atas telah melaksanakan penelitian di SMK Negeri 1 Pinrang pada tanggal 31 Oktober s/d 30 November 2024 dalam rangka Penyusunan Skripsi dengan Judul **"(USING ACCOUNT INSTAGRAM "ID.ENGBREAKING" TO IMPROVE STUDENTS' VOCABULARY)"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang,13 Desember 2024
Kepala UPT SMKN 1 Pinrang


Drs. LATUWO, M.Pd
NIP. 19651231 199102 1 007

5. Instrument Of the Research

d. Pre-Tes

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p> <hr/> <p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>
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NAMA MAHASISWA : Muhammad Dahniel
NIM : 2020203888203076
FAKULTAS : Tarbiyah
PRODI : English Education Program
JUDUL : Using Account Instagram “Id.Engbreaking” To Improve Students’ Vocabulary At Smkn 1 Pinrang

Nama :

Kelas :

PRE-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "frigid"?
 - a) Panas
 - b) Dingin
 - c) Basah

- d) Kering
2. Pilih kata yang memiliki arti yang sama dengan "abundant":
- a) Langka
 - b) Banyak
 - c) Sedikit
 - d) Sempit
3. Apa arti kata "candid"?
- a) Tertutup
 - b) Terus terang
 - c) Pemalu
 - d) Ragu-ragu
4. Apa arti kata "meticulous"?
- a) Ceroboh
 - b) Teliti
 - c) Sederhana
 - d) Ragu
5. Pilih kata yang memiliki arti yang sama dengan "serene":
- a) Gelisah
 - b) Tenang
 - c) Kacau
 - d) Marah

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "schedule"?

- a) /'ʃɛd.ju:l/
- b) /'skɛdʒ.u:l/
- c) /'sʌdʒ.u:l/
- d) /'skɛdʒ.əl/

7. Bagaimana cara pengucapan kata "debris"?

- a) /'deɪ.bri:/
- b) /dɪ'bri:/
- c) /'deb.rɪ/
- d) /də'bri:/

8. Bagaimana cara pengucapan kata "trophy"?

- a) /'trəʊ.fi/
- b) /'trou.fi/
- c) /'trɒ.fi/
- d) /'trɔ.fi/

9. Bagaimana cara pengucapan kata "climate"?

- a) /'klaɪ.mɪt/
- b) /'klaɪ. ,mɛt/

c) /'klɪ.mɪt/

d) /'klɪ.meɪt/

10. Bagaimana cara pengucapan kata "entrepreneur"?

a) /,ɒn.trə.prə'nɜːr/

b) /,ɑːn.trə.prə'nɜːr/

c) /,ɒn.trə.prə'nɔːr/

d) /,ɑːn.trə.prə'nɔːr/

Bagian 3: Aspek Spelling Vocabulary (5 Nomor)

Tentukan ejaan yang benar dari kata yang diberikan.

11. Eja kata "c-t-o-a-ed-o-m-a-a-m ":

a) accomodate

b) accommodate

c) acommodate

d) accommadate

12. Eja kata "l-y-e-e-t-i-d-f-n ":

a) definatly

b) definitely

c) definitly

d) definatly

13. Eja kata "n-c-e-i-e-t-o-v-n ":

a) convenient

b) convenient

c) conveneint

d) convenient

14. Eja kata " e-a-r-y-s-s-c-n ":

a) necesary

b) necessary

c) neccessary

d) necessary

15. Eja kata " d-t-c-n-i-o-r-e-m-a-o-e-a-n ":

a) recomendation

b) recomendation

c) recommendation

d) reccomendation

Bagian 4: Aspek Grammar (5 Nomor)

Pilihlah jawaban yang paling tepat!

16. She _____ (to play) the piano beautifully.

a) play

b) plays

c) played

d) playing

17. If he _____ (to study) harder, he would pass the exam.

a) study

b) studies

c) studied

d) studying

18. The book _____ (to be) on the table yesterday.

a) is

b) was

c) were

d) being

19. They _____ (to go) to the park every weekend.

a) goes

b) going

c) go

d) gone

20. _____ (to have) you seen my keys?

a) Did

b) Have


c) Do


d) Has

Accepted by:

Principal Supervisor

Co-Advisor


Dr. ABD. Haris Sunubi, M.Pd.
EIN.19750308 200604 1 001


Yessicka Noviasmy, M.Pd
EIN. 20291 19004



e. Post-Test

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p> <p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>
---	---

NAMA MAHASISWA : Muhammad Dahniel
NIM : 2020203888203076
FAKULTAS : Tarbiyah
PRODI : English Education Program
JUDUL : Using Account Instagram “Id.Engbreaking” To Improve Students’ Vocabulary At Smkn 1 Pinrang

Nama :

Kelas :

POST-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "meticulous"?
 - a) Ceroboh
 - b) Cermat

- c) Cepat
- d) Sederhana
2. Pilih kata yang memiliki arti yang paling mendekati "ephemeral":
- a) Abadi
- b) Sementara
- c) Berharga
- d) Langka
3. Apa arti kata "ubiquitous"?
- a) Jarang
- b) Terkenal
- c) Ada di mana-mana
- d) Tersembunyi
4. Apa arti kata "nefarious"?
- a) Baik
- b) Jahat
- c) Bijaksana
- d) Sederhana
5. Pilih kata yang memiliki arti yang sama dengan "candid":
- a) Terselubung
- b) Jujur

- c) Licik
- d) Penuh rahasia

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "quintessential"?

- a) /kwɪn'tɛf.ən.tʃəl/
- b) /,kwɪn.tɪ'sɛn.tʃəl/
- c) /kwɪn.tɪ'sɛn.tʃəl/
- d) /,kwɪn.tɪ'sɛntʃəl/

7. Bagaimana cara pengucapan kata "jovial"?

- a) /'dʒou.vi.əl/
- b) /'dʒou.vəl/
- c) /'dʒou.vi.əl/
- d) /'dʒou.vəl/

8. Bagaimana cara pengucapan kata "aesthetic"?

- a) /i:s'θetik/
- b) /æ'θetik/
- c) /ɛs'θetik/
- d) /es'θetik/

9. Bagaimana cara pengucapan kata "antithesis"?

- a) /æn'tɪθ.ə.sɪs/
- b) /an'tɪθ.ɪ.sɪs/
- c) /æn'tɪθ.ɛ.sɪs/
- d) /an'tɪθ.əsɪs/

10. Bagaimana cara pengucapan kata "cacophony"?

- a) /kə'kɑ:fəni/
- b) /kæ'kafəni/
- c) /kæ'kɒfəni/
- d) /kə'kɒfəni/

Bagian 3: Aspek Spelling Vocabulary (5 Nomor)

Tentukan ejaan yang benar dari kata yang diberikan.

11. Eja kata “e-t-e-i-r-o-t-e-a-e”

- a) deterioreate
- b) deteriorate
- c) deteriotate
- d) deteriorete

12. Eja kata “t-n-r-p-e-u-n-e-e-r-h-s-i-p”

- a) enterpreneurship

b) entrepreneurship

c) entrepreunership

d) entrepeneurship

13. Eja kata “i-c-o-n-n-e-v-e-i-n-e-c”

a) inconvinience

b) inconvinience

c) inconvinence

d) inconvenience

14. Eja kata “p-e-h-o-n-m-e-n-o-m”

a) phenomenom

b) phenomenon

c) phemenon

d) phenomennon

15. Eja kata “n-g-a-i-r-i-x-a-t-e-h-l-t-g”:

a) exhilarateing

b) exhilareting

c) exhilarating

d) exilarating

Bagian 4: Aspek Grammar (5 Nomor)

Pilihlah jawaban yang paling tepat!

16. Neither of the solutions _____ (to be) acceptable for the project.

- a) is
- b) are
- c) were
- d) be

17. She suggested that he _____ (to go) to the doctor.

- a) goes
- b) went
- c) go
- d) gone

18. The team _____ (to win) the championship last year.

- a) wins
- b) winning
- c) won
- d) win

19. _____ (to have) you ever traveled abroad?

- a) Did
- b) Do

c) Have

d) Has

20. The book, along with its illustrations, _____ (to be) very interesting.

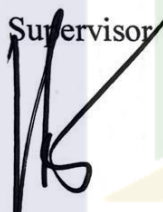
a) are

b) is


c) was

d) be

Principal Supervisor


Dr. ABD. Haris Sunubi, M.Pd.
EIN.19750308 200604 1 001

Co-Advisor


Yessicka Noviasmy, M.Pd
EIN. 20291 19004

Accepted by:

PAREPARE

6. Lesson Plan

Rencana Pelaksanaan Pembelajaran

Sekolah : SMKN 1 PINRANG	Kelas/Semester: XI/Ganjil
Mata Pelajaran: Bahasa Inggris	Alokasi Waktu: 120 menit/meeting
Materi Pokok : Vocabulary	Media : Social Media, Instagram
Buku:	Alat : Spidol

A. Kompetensi Dasar

1. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan yang ada pada video pembelajaran akun Instagram id.engbreaking.
2. Mengidentifikasi kosakata yang ada pada akun isntagram id.engbreaking

B. Indikator Pencapaian

1. Menyebutkan kosa kata dengan pelafalan yang baik.
2. Menulis kalimat sederhana dengan kosakata yang di dapatkan.
3. Melatih daya ingat siswa

C. Tujuan

Setelah mengikuti proses pembelajaran, peserta didik diharapkan;

1. Siswa dapat menjelaskan kosakata baru dengan baik
2. Siswa dapat menghapal kosakata dengan target yang sudah diberikan
3. Siswa mampu mendeskripsikan kosa kata yang baru ditemukan

4. Siswa mampu menggunakan kosa kata untuk percakapan sehari – hari

D. Kegiatan Pembelajaran

1. Pembuka 15 menit

- a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
- b. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
- c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari kosakata
- d. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

2. Kegiatan Inti 85 Menit

- a. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan terkait materi.
- b. Memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal kosakata baru yang didapatkan.

- c. Memberikan kesempatan peserta didik untuk menghapuskan kosakata yang ditulis sendiri dari akun Instagram id.engbreaking yang didapatkan kemudian.
- d. Peserta didik kemudian diberi kesempatan untuk membagi kelompok, kemudian bekerja sama untuk saling menemukan kosa kata baru, dan mengisi fill in the blank yang diberikan.
- e. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

3. Penutup 20 menit

- a. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- b. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

E. Penilaian

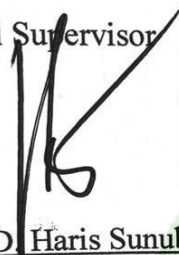
- 1. Penilaian Pengetahuan: berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- 2. Penilaian Keterampilan: berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio dan penilaian praktek.


Parepare, 22 September 2024

Accepted by:

Principal Supervisor


Co-Advisor


Dr. ABD. Haris Sunubi, M.Pd.
EIN.19750308 200604 1 001


Yessicka Noviasmy, M.Pd
EIN. 20291 19004



7. Students Score in The Pre-Test

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307
VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI	

NAMA MAHASISWA	: Muhammad Dahniel
NIM	: 2020203888203076
FAKULTAS	: Tarbiyah
PRODI	: English Education Program
JUDUL	: Using Account Instagram "Id.Engbreaking" To Improve Students' Vocabulary At Smkn 1 Pinrang

25

Nama : Putri Siska
Kelas : XI TITL

PRE-TEST

Bagian I: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "frigid"?
 - a) Panas
 - b) Dingin
 - c) Basah
 - d) Kering ✓
2. Pilih kata yang memiliki arti yang sama dengan "abundant":
 - a) Langka
 - b) Banyak ✓
 - c) Sedikit


	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA</p> <p>INSTITUT AGAMA ISLAM NEGERI PAREPARE</p> <p>FAKULTAS TARBIYAH</p> <p>Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

- d) Sempit
3. Apa arti kata "candid"?
- a) Tertutup
- b) Terus terang
- c) Pemalu ✓
- d) Ragu-ragu
4. Apa arti kata "meticulous"?
- a) Ceroboh
- b) Teliti
- c) Sederhana
- d) Ragu ✓
5. Pilih kata yang memiliki arti yang sama dengan "serene":
- a) Gelisah
- b) Tenang
- c) Kacau ✓
- d) Marah

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

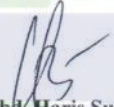
6. Bagaimana cara pengucapan kata "schedule"?
- a) /'ʃɛd.ju:l/

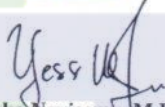
	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Accepted by:


Principal Supervisor

Co-Advisor


Dr. Abd. Haris Sunubi, M.Pd.
 EIN.19750308 200604 1 001


Yessicka Noviasmy, M.Pd.
 EIN. 20291 19004



	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307
VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI	

NAMA MAHASISWA : Muhammad Dahniel
 NIM : 2020203888203076
 FAKULTAS : Tarbiyah
 PRODI : English Education Program
 JUDUL : Using Account Instagram "Id.Engbreaking" To Improve Students' Vocabulary At Smkn 1 Pinrang


Nama : Muhammad Rizal Sjahputra
 Kelas : XI ITTL

PRE-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

- Apa arti kata "frigid"?
 - Panas
 - Dingin ✓
 - Basah
 - Kering
- Pilih kata yang memiliki arti yang sama dengan "abundant":
 - Langka
 - Banyak ✓
 - Sedikit

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA</p> <p>INSTITUT AGAMA ISLAM NEGERI PAREPARE</p> <p>FAKULTAS TARBIYAH</p> <p>Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

- d) Sempit
3. Apa arti kata "candid"?
- a) Tertutup
- b) Terus terang ✓
- c) Pemalu
- d) Ragu-ragu
4. Apa arti kata "meticulous"?
- a) Ceroboh
- b) Teliti ✓
- c) Sederhana
- d) Ragu
5. Pilih kata yang memiliki arti yang sama dengan "serene":
- a) Gelisah
- b) Tenang ✓
- c) Kacau
- d) Marah

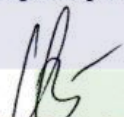
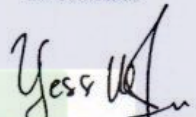
Bagian 2: Aspek Pronunciation (5 Nomor)


Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "schedule"?
- a) /'ʃɛd.ju:l/

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

Accepted by:

<p>Principal Supervisor</p>  <p><u>Dr. Abd. Haris Sunubi, M.Pd.</u> EIN.19750308 200604 1 001</p>	<p>Co-Advisor</p>  <p><u>Yessicka Noviasmy, M.Pd.</u> EIN. 20291 19004</p>
--	---

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : Muhammad Dahniel
 NIM : 2020203888203076
 FAKULTAS : Tarbiyah
 PRODI : English Education Program
 JUDUL : Using Account Instagram "Id.Engbreaking" To Improve Students' Vocabulary At Smkn 1 Pinrang

55


Nama : TAUFIQ KURRAHMAN
 Kelas : XI TITL

PRE-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "frigid"?
 - a) Panas
 - ☒ b) Dingin
 - c) Basah
 - d) Kering
2. Pilih kata yang memiliki arti yang sama dengan "abundant":
 - a) Langka
 - ☒ b) Banyak
 - c) Sedikit

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA</p> <p>INSTITUT AGAMA ISLAM NEGERI PAREPARE</p> <p>FAKULTAS TARBIYAH</p> <p>Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

- ☒ c) /,bn.trə.prə' nor/
- d) /,ɑ:n.trə.prə' nor/

Bagian 3: Aspek Spelling Vocabulary (5 Nomor)

Tentukan ejaan yang benar dari kata yang diberikan.

11. Eja kata " c-t-o-a-ed-o-m-a-a-m ":

- a) accomodate
- b) accommodate
- c) accomodate
- ☒ d) accommadate

12. Eja kata " l-y-e-e-t-i-d-f-n ":

- a) definatly
- ☒ b) definitely
- c) definitly
- d) definatly

13. Eja kata " n-c-e-i-e-t-o-v-n ":

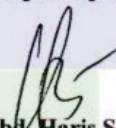
- a) convenient
- ☒ b) convenient
- c) conveneint
- ☒ d) convenient

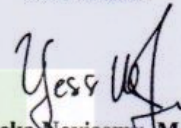
	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

Accepted by:


Principal Supervisor

Co-Advisor


Dr. Abd. Haris Sunubi, M.Pd.
 EIN.19750308 200604 1 001


Yessicka Noviasmy, M.Pd.
 EIN. 20291 19004


 PAREPARE

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : Muhammad Dahniel
 NIM : 2020203888203076
 FAKULTAS : Tarbiyah
 PRODI : English Education Program
 JUDUL : Using Account Instagram "Id.Engbreaking" To Improve Students' Vocabulary At Smkn 1 Pinrang

20

Nama : Aizah ANTAWIRIA Ramadhah

Kelas : XI TIL

PRE-TEST

Bagian 1: Aspek Meaning (5 Nomor)


Pilihlah jawaban yang paling tepat!

1. Apa arti kata "frigid"?

- ☒ a) Panas
- b) Dingin
- c) Basah
- d) Kering

2. Pilih kata yang memiliki arti yang sama dengan "abundant":

- a) Langka
- ☒ b) Banyak
- c) Sedikit

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
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- d) Sempit
3. Apa arti kata "candid"?
- ☐ a) Tertutup
- ☐ b) Terus terang
- ☐ c) Pemalu
- ☒ d) Ragu-ragu
4. Apa arti kata "meticulous"?
- ☒ a) Ceroboh
- ☐ b) Teliti
- ☐ c) Sederhana
- ☐ d) Ragu
5. Pilih kata yang memiliki arti yang sama dengan "serene":
- ☒ a) Gelisah
- ☐ b) Tenang
- ☐ c) Kacau
- ☐ d) Marah

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "schedule"?

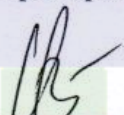
☒ a) /'ʃed.ju:l/

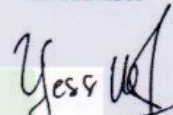
	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

Accepted by:

Principal Supervisor

Co-Advisor


Dr. Abq. Haris Sunubi, M.Pd.
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Yessicka Noviasmy, M.Pd.
 EIN. 20291 19004

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NAMA MAHASISWA : Muhammad Dahniel
NIM : 2020203888203076
FAKULTAS : Tarbiyah
PRODI : English Education Program
JUDUL : Using Account Instagram "Id.Engbreaking" To
Improve Students' Vocabulary At Smkn 1 Pinrang

50
Nama : HAERUL
Kelas : XI. ITL

PRE-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "frigid"?
 - a) Panas
 - b) Dingin ✓
 - c) Basah
 - d) Kering
2. Pilih kata yang memiliki arti yang sama dengan "abundant":
 - a) Langka
 - b) Banyak
 - c) Sedikit ✓



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- d) Sempit
3. Apa arti kata "candid"?
- a) Tertutup
 - b) Terus terang ✓
 - c) Pemalu
 - d) Ragu-ragu
4. Apa arti kata "meticulous"?
- a) Ceroboh
 - b) Teliti ✓
 - c) Sederhana
 - d) Ragu
5. Pilih kata yang memiliki arti yang sama dengan "serene":
- a) Gelisah
 - b) Tenang ✓
 - c) Kacau
 - d) Marah

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "schedule"?
- a) /'ʃed.ju:l/



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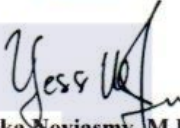
VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Accepted by:

Principal Supervisor


Co-Advisor


Dr. Abd. Haris Sunubi, M.Pd.
EIN.19750308 200604 1 001


Yessicka Noviasmy, M.Pd.
EIN. 20291 19084



8. Students Score in The Post-Test

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

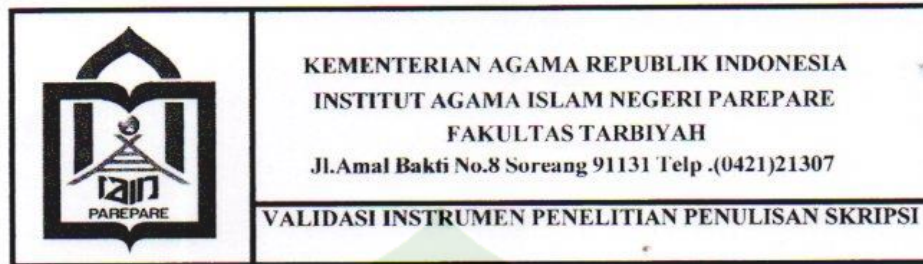
NAMA MAHASISWA : Muhammad Dahniel
NIM : 2020203888203076
FAKULTAS : Tarbiyah
PRODI : English Education Program
JUDUL : Using Account Instagram
"Id.Engbreaking" To Improve Students'
Vocabulary At Smkn 1 Pinrang

70
Nama : Muh. Anhyar Abitozar
Kelas : XI TITL

POST-TEST Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "meticulous"?
a) Ceroboh
b) Cermat
c) Cepat
d) Sederhana
2. Pilih kata yang memiliki arti yang paling mendekati "ephemeral":
a) Abadi
b) Sementara
c) Berharga



3. Apa arti kata "ubiquitous"?

- a) Jarang
- b) Terkenal
- ☒ c) Ada di mana-mana
- d) Tersembunyi

4. Apa arti kata "nefarious"?

- a) Baik
- ☒ b) Jahat
- c) Bijaksana
- d) Sederhana

5. Pilih kata yang memiliki arti yang sama dengan "candid":


- a) Terselubung
- ☒ b) Jujur
- c) Licik
- d) Penuh rahasia

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "quintessential"?

- a) /kwɪn'tɛʃ.ən.tʃəl/
- ☒ b) /kwɪn.tɪ'sen.tʃəl/
- c) /kwɪn.tɪ'sen.tʃəl/

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	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

d) win

19. _____ (to have) you ever traveled abroad?

a) Did

b) Do

☒ c) Have

d) Has

20. The book, along with its illustrations, _____ (to be) very interesting.

a) are

b) is

☒ c) was

d) be


Accepted by:

Principal Supervisor

Co-Advisor

Dr. ABD. Haris Sunubi, M.Pd.
 EIN.19750308 200604 1 001

Yessicka Noviasmy, M.Pd.
 EIN. 20291 19004

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
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NAMA MAHASISWA : Muhammad Dahniel
 NIM : 2020203888203076
 FAKULTAS : Tarbiyah
 PRODI : English Education Program
 JUDUL : Using Account Instagram
 "Id.Engbreaking" To Improve Students'
 Vocabulary At Smkn 1 Pinrang


Nama : MUHAJIRIN
 Kelas : XI TITL

POST-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "meticulous"?
 - a) Ceroboh
 - ☒ b) Cermat
 - c) Cepat
 - d) Sederhana
2. Pilih kata yang memiliki arti yang paling mendekati "ephemeral":
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 - c) Berharga
 - d) Langka

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

3. Apa arti kata "ubiquitous"?

- a) Jarang
- b) Terkenal
- ☒ c) Ada di mana-mana
- d) Tersembunyi

4. Apa arti kata "nefarious"?

- a) Baik
- ☒ b) Jahat
- c) Bijaksana
- d) Sederhana

5. Pilih kata yang memiliki arti yang sama dengan "candid":


- a) Terselubung
- ☒ b) Jujur
- c) Licik
- d) Penuh rahasia

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "quintessential"?

- ☒ a) /kwɪn'tɛf.ən.tʃəl/
- b) /kwɪn.ti'sen.tʃəl/
- c) /kwɪn.ti'sen.tʃəl/
- d) /kwɪn.ti'sentʃəl/

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

d) win

19. _____ (to have) you ever traveled abroad?

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b) Do

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d) Has

20. The book, along with its illustrations, _____ (to be) very interesting.

a) are

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c) was

d) be


Accepted by:

Principal Supervisor

Co-Advisor

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 EIN.19750308 200604 1 001

Yessicka Noviasmy, M.Pd.
 EIN. 20291 19004

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
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NAMA MAHASISWA : Muhammad Dahniel
 NIM : 2020203888203076
 FAKULTAS : Tarbiyah
 PRODI : English Education Program
 JUDUL : Using Account Instagram
 "Id.Engbreaking" To Improve Students'
 Vocabulary At Smkn 1 Pinrang


Nama : Taufiqurrahman U.
 Kelas : XI. TITL

POST-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

- Apa arti kata "meticulous"?
 - Ceroboh
 - ☒ Cermat
 - Cepat
 - Sederhana
- Pilih kata yang memiliki arti yang paling mendekati "ephemeral":
 - Abadi
 - ☒ Sementara
 - Berharga
 - Langka

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

3. Apa arti kata "ubiquitous"?

- a) Jarang
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- d) Tersembunyi

4. Apa arti kata "nefarious"?

- a) Baik
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- c) Bijaksana
- d) Sederhana

5. Pilih kata yang memiliki arti yang sama dengan "candid":


- a) Terselubung
- ☒ b) Jujur
- c) Licik
- d) Penuh rahasia

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "quintessential"?

- a) /kwɪn'teʃ.ən.tʃəl/
- ☒ b) /kwɪn.ti'sen.ʃəl/
- c) /kwɪn.tri'sen.tʃəl/
- d) /kwɪn.ti'sentʃəl/

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
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d) win

19. _____ (to have) you ever traveled abroad?

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b) Do

~~Have~~

~~Has~~

20. The book, along with its illustrations, _____ (to be) very interesting.

a) are

~~is~~

c) was

d) be


Accepted by:

Principal Supervisor

Co-Advisor

Dr. ABD. Haris Sunubi, M.Pd.
EIN.19750308 200604 1 001

Yessicka Noviasmy, M.Pd.
EIN. 20291 19004

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
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NAMA MAHASISWA	: Muhammad Dahniel
NIM	: 2020203888203076
FAKULTAS	: Tarbiyah
PRODI	: English Education Program
JUDUL	: Using Account Instagram "Id.Engbreaking" To Improve Students' Vocabulary At Smkn 1 Pinrang

90

Nama : Nurul Izza

Kelas : XI TITL

POST-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "meticulous"?
 - a) Ceroboh
 - ☒ b) Cermat
 - c) Cepat
 - d) Sederhana
2. Pilih kata yang memiliki arti yang paling mendekati "ephemeral":
 - a) Abadi
 - b) Sementara
 - c) Berharga
 - ☒ d) Langka




3. Apa arti kata "ubiquitous"?
- a) Jarang
 - b) Terkenal
 - ☒ c) Ada di mana-mana
 - d) Tersembunyi
4. Apa arti kata "nefarious"?
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 - ☒ b) Jahat
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 - d) Sederhana
5. Pilih kata yang memiliki arti yang sama dengan "candid":
- a) Terselubung
 - b) Jujur
 - c) Licik
 - ☒ d) Penuh rahasia

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "quintessential"?
- ☒ a) /kwɪn'tɛf.ən.tʃəl/
 - ☒ b) /kwɪn.ti'sen.tʃəl/
 - c) /kwɪn.ti'sen.tʃəl/
 - d) /kwɪn.ti'sentʃəl/

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	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

d) win
 19. _____ (to have) you ever traveled abroad?

- a) Did
- b) Do
- ☒ c) Have
- d) Has

20. The book, along with its illustrations, _____ (to be) very interesting.

- a) are
- ☒ b) is
- c) was
- d) be

Accepted by:

Principal Supervisor

Co-Advisor

Dr. ABD. Haris Sunubi, M.Pd.
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NAMA MAHASISWA	:	Muhammad Dahniel
NIM	:	2020203888203076
FAKULTAS	:	Tarbiyah
PRODI	:	English Education Program
JUDUL	:	Using Account Instagram "Id.Engbreaking" To Improve Students' Vocabulary At Smkn 1 Pinrang

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Nama : Xisko Evander Tawuh
Kelas : XI TITL

POST-TEST

Bagian 1: Aspek Meaning (5 Nomor)

Pilihlah jawaban yang paling tepat!

1. Apa arti kata "meticulous"?
 - a) Ceroboh
 - b) Cermat ✓
 - c) Cepat
 - d) Sederhana
2. Pilih kata yang memiliki arti yang paling mendekati "ephemeral":
 - a) Abadi
 - b) Sementara ✓
 - c) Berharga
 - d) Langka

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3. Apa arti kata "ubiquitous"?

- a) Jarang
- b) Terkenal ✓
- c) Ada di mana-mana
- d) Tersembunyi

4. Apa arti kata "nefarious"?

- a) Baik
- b) Jahat ✓
- c) Bijaksana
- d) Sederhana

5. Pilih kata yang memiliki arti yang sama dengan "candid":


- a) Terselubung
- b) Jujur ✓
- c) Licik
- d) Penuh rahasia

Bagian 2: Aspek Pronunciation (5 Nomor)

Tentukan pengucapan yang benar dari kata-kata berikut. Pilih huruf yang sesuai!

6. Bagaimana cara pengucapan kata "quintessential"?

- a) /kwɪn'teʃ.ən.tʃəl/
- b) /kwɪn.ti'sen.fəl/ ✓
- c) /kwɪn.ti'sen.tʃəl/
- d) /kwɪn.ti'sentʃəl/

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d) win

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9. Mean and Standard Deviation Students

Mean Score	Standard Deviation
Pre-test Menentukan mean score $\bar{x} = \frac{\sum X_i}{n}$ $\bar{x} = \frac{\sum 1015}{30}$ $\bar{x} = 33.8$	Pre-test Menentukan Standard Deviation $SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$ $SD = \sqrt{\frac{55875 - \frac{(1015)^2}{30}}{30 - 1}}$ $SD = \sqrt{\frac{55875 - \frac{1030225}{30}}{29}}$ $SD = \sqrt{\frac{55875 - 34340.8}{29}}$ $SD = \sqrt{\frac{21534.2}{29}}$ $SD = \sqrt{742.5}$ $SD = 27.24$
Post-Test Menentukan mean scoe $\bar{x} = \frac{\sum X_i}{n}$ $\bar{x} = \frac{\sum 2185}{30}$ $\bar{x} = 72.8$	Post-Test Menentukan Standard Deviation $SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$ $SD = \sqrt{\frac{184075 - \frac{(2185)^2}{30}}{30 - 1}}$ $SD = \sqrt{\frac{184075 - \frac{4774225}{30}}{29}}$ $SD = \sqrt{\frac{184075 - 159140.8}{29}}$ $SD = \sqrt{\frac{24934.2}{29}}$ $SD = \sqrt{859.8}$ $SD = 29.32$

10. Documentation

Pre-test Activity



Treatment





Post – test



CURRICULUM VITAE



Muhammad Dahniel was born on July 7th 2002 in Paleleng, Pinrang regency , South Sulawesi. He is the second child from the marriage of her parents, Deman and Hana. Him education background began at SDN 274 Paleleng on 2008 until 2014 and graduated on. Then, He continued him study at Junior High School was SMPN 4 Enrekang graduate on 2017 and He continued him senior high school at SMKN 1 Pinrang and graduate on 2020. He was accepted in English Education program, Tarbiyah Faculty, State Islamic Institute of Parepare in 2020. He completes him study with him undergraduate thesis with the title “Using Account Instagram id.engbreaking to Improve Student Vocabulary at SMKN 1 Pinrang”.

