



# The Effectiveness of Instagram "Studyin.Japanese" to Improve Japanese Vocabulary Skills of Intermediate Level Japanese Language Department UMY'S Students

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## Info Artikel

## Abstrak

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This study aimed to measure the effectiveness of the "studyin.japanese" Instagram account as a learning medium for improving Japanese vocabulary skills. This research uses quantitative methods with a purely experimental research design. The sample of this study was 30 students of the PBJ UMY Study Program level 2 for the 2021/2022 academic year. Data is collected through questionnaires and tests. The test results showed that the average value of the experimental control group was smaller than the average value of the control group. There was no significant difference between the experimental and control groups' learning outcomes. Furthermore, the results of calculating the effectiveness of learning in the experimental group with the N-gain formula were obtained at 0.116, which means that using the Instagram media "studyin.japanese" is not practical in learning Japanese Vocabulary. While the N-Gain control class is 0.512 which means the use of PowerPoint media is effective in learning Japanese Vocabulary. So it can be concluded that using conventional media is still more effective than using Instagram media "studyin.japanese" in learning Japanese Vocabulary. However, based on the results of the questionnaire, students gave a positive response. All respondents strongly agreed that "studyin.japanese" media in learning Japanese Vocabulary can be an alternative medium for learning Japanese Vocabulary. Students feel motivated and easy to memorize Japanese Vocabulary.

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## INTRODUCTION

Language skills are essential in communicating. Language components require skills in various aspects, namely reading, writing, listening, and speaking. One of the essential aspects of language is the mastery of vocabulary to support fluency in communicating in various written or spoken languages. The vocabulary mastery aspect is also essential for Japanese language learners. Japanese language learners must also master Japanese fluently and maximally with sufficient vocabulary. (Nasution, Fatimah, & Yulia 2018); Nasution et al. 2018; Putranto 2017a)

Learners of languages, including Japanese, need to master letters, vocabulary, and grammar. Mastering vocabulary is urgent because it relates to a person's communication ability. It is expressed that learners who are rich in knowledge of their own vocabulary (Hatch & Brown, 1995). People who master both the vocabulary and its application can easily express their ideas and thoughts naturally because their communication skill in the targeted language is better. (Topkaraoğlu & Dilman, 2014).

In the Standard Can Do JF Tree, one part that becomes basic is Communicative language comprehension, which consists of linguistic competencies. This ability is an ability that has long been a concern in Japanese language education. (The Japan Foundation, 2017). Linguistic skills, in which there are vocabulary skills, become the basis of being able to speak other languages. So, the ability to use vocabulary becomes very important.

Learning vocabulary is a significant factor in learning a foreign language. It is one of the main elements in foreign language learning (Ambarwati & Mandasari, 2020). Vocabulary is an aspect of primary language that must be mastered before mastering language skills. There are several definitions of vocabulary, according to some experts. The definition of vocabulary is all words that a person knows or uses and are all words in a particular language. Vocabulary is a core component of language proficiency and provides many foundations for how well learners

speak, hear, read, and write. From the explanations of some of these experts, Vocabulary is an essential component for us to master when we want to learn a language (Hornby et al., 2005; Jack et al. Renandya, 2002; Agustin & Ayu, 2021).

In studying Japanese vocabulary, there are problems, especially for Japanese language students outside Japan. According to Dewey (1986), Japanese language students who study outside of Japan must improve their learning methods by communicating and writing. Likewise, in learning Japanese, mastery of vocabulary is very important.

The role of the teacher in teaching vocabulary is inseparable from the recent technology. With the dynamic development of technology and the character of students who like sophisticated things, Instagram presents a fun alternative. It attracts students' interest in learning vocabulary because it is also supported by images that can trigger students to learn and get to know English better (Pratiwi & Ayu, 2020). Other studies that use computer applications in learning vocabulary using flashcard applications on the web have proven effective. (Tianan et al., 2022)

Several previous studies have examined the use of Instagram in language learning. A recent study on English vocabulary usage by Wibowo Ellysinta (2022) shows that social media, Instagram, effectively improves Student's English vocabulary skills. This study tries to use the Instagram application to learn Japanese Vocabulary.

Instagram launched in October 2010 and quickly gained popularity, with over 100 million active users in April 2012 and over 300 million in December 2014. A recent survey confirmed that Instagram is still teens' most popular social media network. Since it is an online photo-sharing service, video-sharing, and mobile social network, it allows users to share pictures and videos publicly and privately on the app (Mansor & Rahim, 1997).

Social media Instagram is a message delivery tool (application) to communicate with a broader audience by sharing photos or videos, which includes other features such as DM (direct

message), comments, love, etc. Instagram (IG or Insta) is a photo and video-sharing application that allows users to take photos, take videos, apply digital filters, and share them with various social networking services, including Instagram.

Currently, there are many Instagram accounts that not only share photos and videos but also share specific information about Japanese material. Seeing this fact, it can be concluded that students nowadays have abundant technology to help them learn vocabulary and foreign languages (Aminatun & Octaviani, 2019). The students also perceived social media as a tool that may improve their (Sari & Wahyudin, 2019)

The role of social media in education has been investigated by (Abdulrahman Alfahadi, 2017). He conducted a study at Tabuk University, which resulted in the incorporation of social media sites into English Foreign Learning syllabi. They provided a combination of sound, text, and videos so that students could practice their English by giving comments and learning from direct feedback from others. Since it is integrated into the syllabi, teachers are also expected to use social media. Based on the study (Ünsal, 2018), teachers use social media, such as YouTube, Instagram, and WhatsApp, as the media, lessons, and entertainment in their daily lives. Furthermore, social media is cogitated to be part of sustainable and lifetime learning through virtual learning communities for teachers to support their professional development (Alberth et al., 2018).

The Instagram Social Media used in this study is "studyin.japanese" created by native speakers. The account "studyin.japanese" is one of the Instagram media presenting content containing Vocabulary of everyday expressions. The creator of the account "studyin.japanese" is Nori and Yena. The account was made in August 2021 and has followers of around 363.000 people. The account consistently posts videos of Japanese colloquial vocabulary content. The account "studyin.japanese" contains casual everyday conversations that are commonly used to close friends. The content in "studyin.japanese"

contains simple conversational sentences and explanations of use.

We proposed two research questions as follows:

1. What is the social media account Instagram "studyin.japanese" effective in improving ability in Vocabulary Japanese language at Japanese Language Education Program Students?
2. What are students' impressions after learning Vocabulary using Instagram. "studyin.japanese"?

## METHOD

The experimental research method used in this study is purely experimental pretest post-test group control (Sugiyono, 2015, p. 11) with a sample of students of the Japanese Language Education Study Program UMY in the second year. This study used 30 people, comprising 15 students in the control and 15 in the experimental classes. At the beginning of the meeting, a test was held as a pretest for both classes.

Furthermore, the experiment class was given the treatment of learning Instagram media "studyin.japanese" and the control class was given the treatment of learning conventional media PPT. The experimental and control classes were treated thrice on April 14, April 21, and April 29, 2023. In implementing Instagram in the experimental class, we implemented it by inviting students to view the Instagram feed, which displays the videos that will be studied today. Then, after watching the feed from Instagram, students note down the vocabulary that appears and search for articles independently first and then discuss them together. Treatment is carried out online using the MS Teams Platform. At the end of the meeting, a test was held in the form of a post-test for both classes.

## RESULTS AND DISCUSSION

### **The effectiveness of the social media account "Studyin.Japanese" in improving the Japanese language skills of UMY Intermediate level students**

After carrying out the research cycle three times for the experimental class and three

times for the control class, the experimental class uses the learning media Instagram account "Studyin.Japanese" with the SCL (Student Centered Learning) method. In contrast, the researcher conveys the objectives and material to be studied in an initial activity. Then, students watch the social media feed "Studyin.Japanese" corresponding to the material studied that day. Students search for the meaning independently after discussing it together. Meanwhile, the control class uses the lecture method using PowerPoint (PPT) media. After calculating the pretest and posttest data, the following results are as follow:

The results of the *analysis of pretest* values in the control class and experimental classes are different. The *pretest* value of the control class has a minimum value of 30, a maximum value of 90, an average value of 66.67, and a standard deviation of 20.587. The minimum and maximum values are in the range of 60. The pretest score of the experimental class has a minimum score of 30, a maximum score of 100, and an average score of 72.33. The minimum and maximum values are in the range of 70. *The range* of the two classes has a very far difference in value. The above data shows that the average pretest value of the experimental class is higher when compared to the control class.

a. *Control Class Posttest Value and Experiment Class*

The results of the analysis of post-test values in the control and experimental classes differed. The pretest score of the control class has a minimum score of 55, a maximum score of 100, and an average score of 81.33. The pretest value increases compared to the post-test value. At the same time, the pretest score of the experimental class has a minimum score of 30, a maximum score of 100, and an average score of 74. The value of the control class and the pretest experiment increased compared to the post-test value. However, the above data shows that the average post-test value of the control class is higher when compared to the experimental class.

**Normality Test**

The results of the normality analysis test showed that the normality test of the control class

of 0.359 was more significant than the probability value of 0.05, and the experimental class showed that 0.218 was more significant than the probability value of 0.05. Both classes are typically distributed because the probability value is more than 0.05.

**Homogeneity Test**

Figure 1 Homogeneity Test

		Statistic	df1	df2	Sig.
HOMOG	Based on Mean	.703	1	28	.409
ENITAS	Based on Median	.083	1	28	.776
KELAS KONTR	Based on Median and with adjusted df	.083	1	23.43	.776
OL DAN EKSPER IMEN	Based on trimmed mean	.603	1	28	.444

The results of the homogeneity analysis test based on the mean showed that 0.409 was more significant than the probability value of 0.05. Then, the homogeneity test of the two classes is homogeneously distributed.

**Test Paired Sample Test Control Class**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	PRE TEST	66.67	15	20.587	5.315
	POST TEST	81.33	15	14.936	3.857

The table above shows that the average value of the pretest control class is higher than the post-test value. The average score of the pretest was 66.67, and the post-test was 81.33, an increase in value of 14.66. Furthermore, the data is processed to see the signification of the average control class value as follows:

Paired Differences

		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	PRE TEST - POST TEST	-14.667	7.432	1.919	-10.551	-18.783	-7.643	.000

The table above shows the sig values. (2-tailed) 0.000 (<0.05) and Tcount 7.643, more

significant than Table 2.14, which shows H<sub>0</sub> rejected and H<sub>k</sub> accepted; hence, there is a significant difference between the pretest and post-test values of the control class. So, it can be concluded that the ability to master the Japanese Vocabulary of the control class has improved. vocabulary of the control class has improved.

**Paired Sample Test T-test Experimental Class**

Pair 1	Mean	N	Std. Deviation	Std. Error
PRE TEST	72.33	15	23.212	5.993
POST TEST	74.00	15	24.068	6.214

The table above shows that the average value of the pretest experimental class is higher than the post-test value than the pretest. The average score of the pretest was 72.33, and for the posttest, 74, there was an increase in value of 1.67. Furthermore, the data is processed to see the signification of the average experimental class values as follows:

Pair 1	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
PRE TEST - POST TEST	-1.667	3.619	.934	-3.671	.337	-1.784	14	.096

The table above shows the sig values. (2-tailed) 0.096 (>0.05) and Tcount 1.784 is more minor than Table 2.14, indicating H<sub>0</sub> is accepted and H<sub>k</sub> is rejected, so there is no significant difference between the pretest and post-test values of the experimental class. So, it can be concluded that the ability to master Japanese Vocabulary in the experimental class has not improved significantly.

Based on the paired sample t-test showed that the control class had a significant improvement, and the experimental class did not experience a significant increase.

**Independent Sample Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
HASIL POSTEST	Equal variances assumed	5.866	.021	1.003	28	.325	7.3333	7.3138	-7.6484	22.3191
	Equal variances not assumed			1.003	23.991	.326	7.3333	7.3138	-7.7025	22.4492

Based on the sig. 2 tailed value in the table, it shows 0.325 greater than 0.05, and Tcount 1.003 is more minor than table 2.05. So, H<sub>0</sub> is accepted, and H<sub>k</sub> is rejected so that there is no significant difference in the average value of the control and experimental classes.

The overall independent sample test in the control class and experiments showed that the increase in the average value of the control class increased more significantly than the average value of the experimental class. So, it is concluded that the working hypothesis in this study is not proven.

a. Effectiveness Results

The analysis test results of the effectiveness criteria show that the experimental class 0.1166 means using the Instagram media "studying.japanese" is not practical in learning Japanese Vocabulary. The N-Gain control class is 0.5126, which means using conventional media (PowerPoint media) effectively teaches Japanese Vocabulary. So it can be concluded that using conventional media is still more effective than using Instagram media "studying.japanese" in learning Japanese Vocabulary.

Ineffective factor: Done online. Online videos take up many quotas and a good network. Relate to problems in online learning. (Winangun, 2020). Based on the results of several studies, many suggest that Instagram media is only applied to supplements in Formal classes. (Erarslan Foreign Diller Training Bolumu & Language Training Department Dali Bask, 2019) Instagram should also not be guided by teachers, not in the classroom, but as an additional medium of learning (Handayani & Universities Mahaputra Muhammad Yamin Solok, n.d.) Teachers use Instagram social media to encourage input extras outside the classroom. (Aloraini, 2018).

### Students' impressions after studying Vocabulary using the Instagram media "studyin.Japanese"

The questionnaire data shows that most strongly agree with the Instagram media "studying.japanese" has a display of shape, content, and use that is helpful and interesting in learning Japanese Vocabulary. All students are motivated and easy to memorize Japanese Vocabulary and strongly agree that the Instagram media "studyin.japanese" is a fun alternative to learning Japanese Vocabulary. As seen in the following table.

No	Pertanyaan	Alternatif Jawaban					Total	Presentase (%)
		Sangat Setuju (SS)	Setuju (S)	Netral (N)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)		
1	Media Instagram "Studying.japanese" memiliki tampilan yang nyaman dilihat dan rapi	4	8	3	0	0	61	81,33
2	Media Instagram "Studying.japanese" memiliki tampilan yang jelas dan menarik	4	9	2	1	0	64	85,33
3	Media Instagram "Studying.japanese" memiliki isi/ konten pembelajaran kosakata yang mudah dipahami	3	9	3	0	0	60	80,00
4	Media Instagram "Studying.japanese" memiliki isi/ konten yang menambah wawasan kosakata bahasa Jepang	5	7	2	0	1	60	80,00
5	Saya tertarik dengan isi/konten pada media Instagram "studying.japanese"	3	8	5	0	0	62	82,67
6	Media Instagram "Studying.japanese" mudah digunakan sebagai pembelajaran kosakata bahasa Jepang	7	6	1	0	1	63	84,00
7	Penggunaan media Instagram "Studying.japanese" membantu dalam pembelajaran kosakata bahasa Jepang	5	7	2	0	1	60	80,00
8	Saya tertarik menggunakan Instagram "studying.japanese" untuk pembelajaran kosakata bahasa Jepang	4	8	3	1	0	63	84,00
9	Saya termotivasi belajar kosakata bahasa Jepang setelah menggunakan media Instagram "studying.japanese"	3	5	6	0	1	54	72,00
10	Saya terbantu dalam menghafalkan kosakata bahasa Jepang setelah menggunakan media Instagram "studying.japanese"	4	6	4	1	0	58	77,33
11	Saya merasa terjadi peningkatan kemampuan bahasa Jepang setelah menggunakan media Instagram "studying.japanese"	3	6	5	0	1	55	73,33
12	Saya merasa terjadi peningkatan kemampuan kosakata bahasa Jepang setelah menggunakan media Instagram "studying.japanese"	1	7	7	0	0	54	72,00
13	Media Instagram "Studying.japanese" adalah alternatif pembelajaran kosakata bahasa Jepang yang berguna	5	5	4	1	0	59	78,67
14	Media Instagram "Studying.japanese" adalah alternatif pembelajaran kosakata bahasa Jepang yang menyenangkan	5	5	5	0	0	60	80,00

Based on the table above, the questionnaire results on the responses of students of the Japanese Language Education Study Program (experimental group) to the use of "studying.japanese" to learn vocabulary can be interpreted as follows.

In item number 1, 81.33% was obtained including in the 80%- 100% interval with the category "Strongly Agree" so it can be said that respondents strongly agree The Instagram media "Studying.japanese" has a good feed and easy to look.

In point 2, 85.33% was obtained including in the 80%- 100% interval with the category "Strongly Agree" so it can be said that respondents strongly agree The Instagram media "Studying.japanese" has a clear and attractive display.

In point 3, 80% is obtained, including in the interval 80% - 100% with the category "Strongly Agree" so it can be said that respondents strongly agree The Instagram media "Studying.japanese" has easy-to-understand vocabulary learning content/ content.

In point 4, 80% is obtained, including in the interval 80% - 100% with the category "Strongly Agree" so it can be said that respondents strongly agree The Instagram media "Studying.japanese" has content/content adding insight to Japanese vocabulary.

In point 5, 82.67% belonged to the 80% - 100% interval with the category "Strongly Agree" so it can be said that respondents were very interested in the content on the Instagram media "studying.japanese".

In point 6, 84% were obtained including in the interval 80% - 100% with the category "Strongly Agree" so it can be said that respondents strongly agree that the Instagram media "Studying.japanese" is easy to use for learning Japanese vocabulary.

In point 7, 80% is obtained, including in the interval 80% - 100% with the category "Strongly Agree" so it can be said that respondents strongly agree to The use of Instagram media "Studying.japanese" helps in learning Japanese vocabulary

In point 8, 84% is obtained, including in the interval 80% - 100% with the category "Strongly Agree," so it can be said that respondents are very interested in using Instagram "studying.japanese" for learning Japanese vocabulary.

In point 9, 72% were obtained in the interval 60%- 79.9% with the category "Agree" so it can be said that respondents agreed to be motivated to learn Japanese vocabulary after using the Instagram media "studying.japanese".

In point 10, 77.33% were obtained including the interval of 60% - 79.9% with the

category "Agree" so it can be said that respondents agreed that it helped memorize Japanese vocabulary after using the Instagram media "studying.japanese".

In point 11, 73.33% were obtained including the interval of 60% - 79.9% with the category "Agree" so it can be said that respondents agreed that respondents felt that there was an improvement in Japanese language skills after using Instagram media "studying.japanese".

In point 12, 72% were obtained into the interval of 60% - 79.9% with the category "Agree" so it can be said that respondents agreed that respondents felt that there was an improvement in Japanese vocabulary skills after using Instagram media "studying.japanese".

In point 13, 78.67% were obtained, including the interval of 60% - 79.9% with the category "Agree" so it can be said that respondents agree Instagram media "Studying.japanese" is a useful alternative to learning Japanese vocabulary.

In point 14, 80% is obtained to be included in the interval of 80% - 100% with the category "Strongly Agree" so it can be said that respondents strongly agree Instagram media "Studying.japanese" is a fun alternative to learn Japanese vocabulary.

Based on the results of the interpretation of experimental class questionnaire data on student responses in using the Instagram media "Studying.japanese" on vocabulary learning obtained as follows.

#### **Media Instagram "Studying.japanese"**

To measure the components of the Instagram Media questionnaire "Studying.japanese" obtained from the question indicators of the form of display presentation contained in the questionnaire item 1 and point 2 the results from point 1 and point 2 are 81.33% and 85.33% so that it can be concluded that respondents strongly agree that the form of presentation of the Instagram display "studying.japanese" is comfortable to look at, neat, and clear.

The last indicator is the use of media as stated in items 6,7 and 8 regarding the use of media. Based on the results of the questionnaire, it can be concluded that respondents strongly agree that the use of the Instagram media "Studying.japanese" adds insight, helps in vocabulary lessons, and is interested in using Instagram to learn vocabulary. This is also the same as the results of research put forward by (Abdulaziz Al Fadda, 2020) the use of Instagram social media as an English learning medium which suggests that students prefer Instagram to be used to learn vocabulary. (Laksono et al., 2019)

#### **Students' impressions of the learning media "studying.japanese" on Japanese vocabulary.**

For the component Student's impression of the learning media, "studyin.japanese" on Japanese vocabulary is divided into five indicators: increasing motivation, memorizing vocabulary, improving mastery, alternative learning media Moji Goi and Learning fun. The increase in motivation can be seen from questionnaire point 9 with a result of 72% so it can be concluded that respondents agree with motivated vocabulary. Instagram media can motivate students according to what has been stated by (Mahzum et al., 2020), and can increase student motivation.

Then, from question 10, it can be concluded that respondents agreed to be helped in memorizing vocabulary with a percentage of 77.3%. And in the improvement of Japanese and Japanese vocabulary contained in questions 11 and 12 with respondents' answers of 73.3% and 72%. Respondents also agreed that a percentage of 78.6% of Instagram media is useful alternative media and a percentage of 80% strongly agree that Instagram alternative media is very fun. As previously stated, Instagram is very suitable as an alternative medium in language learning (Wahyudin & Sari, 2018.)

#### **CONCLUSION**

Based on the results of data analysis on the effectiveness of the Instagram media "studyin.japanese" in learning Japanese vocabulary in PBJ UMY second years students for the 2022

Academic Year, the following conclusions were obtained:

Using the media "studyin.japanese" in learning Japanese vocabulary in PBJ UMY Level II students for the 2022 Academic Year is ineffective. All respondents strongly agreed that the use of "studyin.japanese" media in learning Japanese vocabulary could be used as an alternative medium for learning Japanese vocabulary and students feel motivated and easy to memorize Japanese vocabulary.

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