
The Use of Global English Pare Platform as A Mobile Learning Resource to Learn English Vocabulary

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Abstract: The use of Instagram nowadays has been widely expanded as a source to learn English by the huge number of EFL students. The most popular use of Instagram these days is to learn vocabulary. The account facilitated the English learners the materials for learning. The object of the study was to investigate the Students Perception upon the Use of English Learning Account on Instagram which in this case of study was the account of Global English Pare as a Mobile Learning Resource to Learn English Vocabulary, employed using a descriptive qualitative method with online questionnaire, interview, and documentation as the instruments. The data were collected from second semester English students of E2D class at University of Mataram. The participants in this study were chosen using the cluster sampling technique which resulted in selecting 30 members of English second semester students of University of Mataram. It can be inferred that the student's perception towards Global English Pare account was varied and they dominantly presented positive opinions about the platform which indicated the good reflection upon their experience of using the platform as media to learn vocabulary. The majority of students found the account was very effective to develop their vocabulary mastery by portraying several personal positive reasons recorded in the interview section. Meanwhile, it was also found by the students the few numbers of difficulties during their activities using the platform.

Keywords: EFL Student, Instagram, Vocabulary.

INTRODUCTION

Language is a communication tool in the life of society, which means it is to communicate and interact with each other. It also serves to get information and as a tool to develop knowledge. English was the first foreign language in Indonesia. Many schools and courses have taught English as one of the lessons. Recently, one of the popular issues faced by students in mastering and learning English was the lack of vocabulary building. Vocabulary is a set of words and a unity of letters that become words (Baihaqi, Wilian, & Nuriadi, 2019).

Vocabulary is a kind of word group in study languages, especially in study English there are kinds of words; noun, verb, adjective and adverb (Wahyudi, Yusra, & Amrullah, 2020). It plays a huge role for learners in the process of language acquisition. It is also an essential aspect of language so that Students are required to learn vocabulary. Vocabulary as a component could be a tool to develop all the skills in English (Rasyiid, Maulina, Resueño, Nasrullah, & Rusli, 2021). Learning vocabulary is a complex process which

involves students' ability to recognize word by word, memorize the word, spell and pronounce them correctly. It is not only remembering lists of words and knowing them but also we need to understand them. It is a thoughtful issue for the massive number of students to memorizing vocabulary.

Moreover, Jia Li (2019) emphasized that the use of memorization strategies in vocabulary learning is not necessary because it can cause problems when students have limited memory capacity. Therefore, some strategies are necessarily required in order to solve this issue. This is due to the students have different working memory so those who have the ability to work will have difficulty remembering previous old words which will reduce the ability to lose information that has occurred.

Social Media is a creative and systematic way to stimulate student's learning interest. In this case, the government emphasizes the characteristics of 21st century learning where students are expected to have literacy and skills to learn and to operate technology and learning through social media such as Instagram (Putera

& Sugianto, 2020). Students also can create many experiences to avoid students getting bored in the learning process. Also, Akhlar (2017) argued that Learning Media is a material resource to teach and give explanations for students both inside and outside the classroom in the learning process.

Instagram is a popular application which enables the users to share the individual images or group pictures or videos with a description on the profile. This social media which is under the authority of Meta company is getting popular every day. It has huge number of users since it is the most flexible media to share everything. Besides being a social media to show up our moments, the Instagram grew up being an educational platform that can be very useful for the educational sectors. It makes the educational process becomes much interesting and insightful. Furthermore, students can learn by updating status, reading a timeline, posting some videos and photos. Therefore, they will learn through their own habits unconsciously. Boyd & Ellison (2007) Stated that “The visual information provided in Instagram made it very beneficial for the education sectors”. It can be the alternative way to accompany students in learning as well as entertaining.

According to Boyd & Ellison (2007) Instagram has unique and interesting features functioned as a medium to attract students' attention in learning vocabulary. Additionally, it's popularity statistics continue to increase because there is no age restriction to it's users who come from all parts of the world. This can be seen from the Instagram website, 1 million Instagram users were seen in 2 months and 150 million photos were uploaded on Instagram. Here are some Instagram accounts of world famous figures such as Barack Obama (@barackobama), Joko Widodo (@jokowi), Leo Messi (@leomessi) etc. In this case, using an English learning Instagram account on this research, the writer chose Global English Pare Instagram account. This Instagram account of that platform provides and uploads pictures, videos and sites then deliver educational contents, basically all English learning materials topics. This enables students to take the opportunity to gain support for their learning and can join the Instagram classroom to exchange their opinion and gather with other participants or Instagram users.

The use of the Global English Pare platform can create a fun and interesting atmosphere to increase student's motivation in

learning English. Global English Pare Platform is an Instagram account that contains English learning with various animations and images that can make followers interested in learning English. This platform is almost 80 percent followed by students who even in every post on Insta story contains English learning in the form of an explanation from the tutor, Quizz and also games. It can indirectly be referred to as an online course for students who have followed its Instagram account (Instagram, 2022). Through this account, the students can learn English in fun way because apart from being displayed with interesting animations, this platform educates students through what young people like at this time, namely social media, more precisely Instagram. Therefore, the Global English Pare platform created various interesting materials supported with animation for students to increase their vocabulary. Based on the description above, the writer chose the title “The Use of Global English Pare platform as a Mobile Learning Resource to Learn English Vocabulary”.

METHODS

This research used the descriptive qualitative approach. The qualitative study used in the case of an individual or a group in certain cases. This study is an essential to formulate an interpretation of a case which is useful for obtaining solutions from perceptions and social contexts with appropriate qualitative methods, data categories and basic units of description. The researcher collected the data from 30 students came from second semester English students of E2D class at University of Mataram, they already followed the Global English Pare since 6 months ago. The population was taken from the number of followers of the Global English Pare platform with 137 thousand followers which was then divided into dozens of followers who attend school in Mataram area and between the ages of 18-21 years were randomly selected based on cluster random sampling.

Qualitative data collection in this study used an online questionnaire and Interview. They explored Global English Pare Instagram account to get such an information and knowledge about English material. The students read English captions and quotes posted by Global English Pare. Then, when they played the videos shared by the account, they accidentally got new vocabulary that the students did not know before.

the online questionnaire would be spread through personal chat Whatsapp. The researcher would send an online questionnaire to the students or a sample one by one.

The students would answer the online questionnaire in a specific way by choosing one of the options given which was “yes or no” and “agree or disagree”. The researcher followed several research steps in collecting data. First, the researcher selected 30 students that would answer an online questionnaire of 10 questions. In the second step, the researcher prepared an interview guide containing several questions related to the research topic. Next, the researcher asked and talked with the subject kindly and recorded the interview using phone and take some notes during the interview.

The online questionnaires provided convenience in several ways, for example a) respondents can answer in a timely manner; b) respondents can take as much time as they need to answer questions; c) respondents can complete the survey in several sessions. Likewise, the online questionnaire can also be constructed to help better response rates for each item ; for example, the respondent must answer a question before moving on to the next question. The online questionnaire contained of ten questions asked by the researcher to the interviewees. Interview is the research Instrument chosen by the researcher in this study (in depth interview) and the data obtained from the subject based on the interview questions and answers.

The data analysis procedure of this study carried out to answer the research question so that in analyzing the data several interrelated steps were needed. Firstly, the researcher gave 10 questions of the online questionnaire for students. Second, the researcher collected the data through

interview with five students who were contacted by the researcher since January 2023. The interviewees’ answered and opinions that recorded by phone as the tool. Each student had five minutes to give response to the questions given by researcher. After analyzing the results of the online questionnaire and interview recording, the researcher made an interpretation of the findings and provided the suggestions for future research.

FINDINGS AND DISCUSSION

The research findings based on the focus stated in the very first chapter and also to discussed the findings, namely; the students perception of global English pare instagram account as a learning mobile to improve their English vocabulary, the benefit of using global English pare instagram account as a learning mobile to improve students English vocabulary, and the difficulties of using global English pare instagram account as a learning mobile to improve students English vocabulary. The data collection techniques used in this study in order to determine the effect of Global English Pare Instagram account on students’ English vocabulary learning were the online questionnaires and interview.

Findings

The researcher had collected all the answers of the respondents. From the questionnaires which had been distributed to the students, the researcher collected all responses and these were displayed in this table of percentage below. Here are the results.

Table 1. Table of percentage Online Questionnaire

| Questions | Frequency | Yes | No |
|--|-----------|-------|--------|
| Do you have an Instagram account? | 30 | 100% | 0% |
| Do you often use an Instagram? | 27 | 90% | 10% |
| Do you consider yourself as an active Instagram user? | 26 | 86% | 14% |
| Do you follow Global English Pare Instagram account? | 30 | 100% | 0% |
| Have you ever quoted an English caption? | 27 | 90% | 10% |
| Do you intentionally read a captions or English material of Global English Pare posted? | 26 | 86% | 14% |
| Do you often play English video on Global English Pare Instagram account? | 28 | 93,3% | 16,7 % |
| Do you think that Global English Pare Instagram account can improve your vocabulary? | 27 | 90% | 10% |
| Do you think that by reading a captions or quotes from Global English Pare can increase your vocabulary? | 24 | 80% | 20% |

| Questions | Frequency | Yes | No |
|--|-----------|-----|-----|
| Do you think that Global English Pare Instagram account influence your vocabulary? | 27 | 90% | 10% |

The online questionnaire showed that the use of Global English Pare Instagram platform brought an improvement and influenced student's vocabulary mastery. From the table of percentage above, it showed that all students of 2D class already have Instagram accounts. Around 90% of them were actively using this kind of social media. The total of 86% were categorized as the active users of Instagram, 100% students had followed Global English Pare Instagram account. Then, there were 90% of them quoted captions in English, 86% of them often read the captions or English material shared by Global English Pare. Additionally, there were 80% students agreed that by reading the captions

or English materials, it can give them an improvement throughout their vocabulary mastery. Then, about 93.3% students played English videos from Global English Pare account. Finally, concluded from the table that students prefer to play a video than to read a caption. Lastly, it was about 93.3% students agreed that the Global English Pare Instagram account can improve and influence their vocabulary as the conclusion. It can be figured out that the majority of students agreed that the use of an online media account which is the Global English Pare to improve and influence student's vocabulary is effective. The result of questionnaire can be displayed in the chart below.

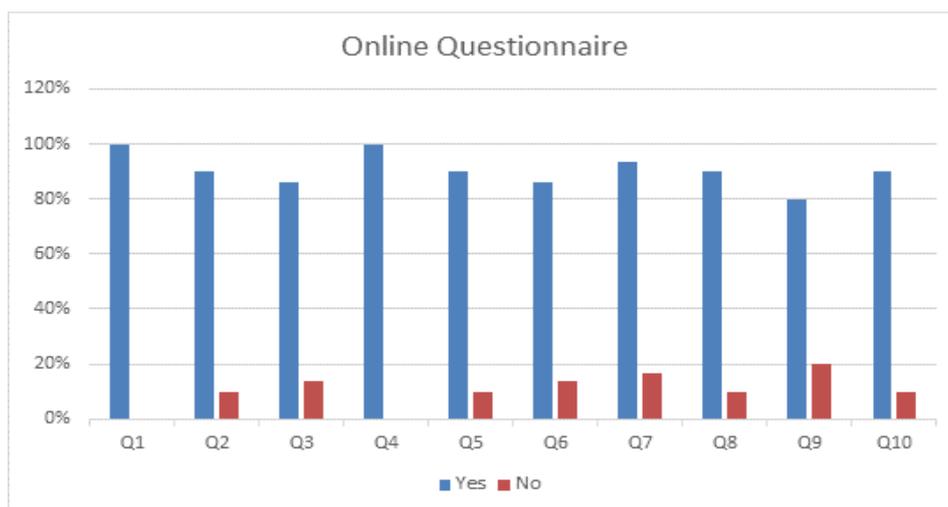


Figure 1. chart of the questionnaire results

There were five students were chosen and interviewed by the researcher as the research subjects. Researcher gave them instructions to explore the Global English Pare accounts six months ago. There were 10 interview questions that had been distributed by researchers to students related to the topic. The questions asked by the researcher related to the students' perceptions, benefits and difficulties after following the Global English Pare Instagram account. Interview analysis focused on the theme. The interview results were described in tabular form so that it is easy to understand.

Discussion

The discussion consisted of the research discussion which investigated the students'

perception of using global English pare instagram account as a learning mobile to improve their English vocabulary. The data were collected from observations, precisely in the second semester English students of 2D. There were five students as the representatives of the interview session from the second semester. The data analysis of this study adopted a qualitative descriptive method where the data was presented in the form of narrative conclusions instead of numbering with detailed explanations based on theories from the experts. The results showed various responses that finally answered the research questions:

1. The students' perception of using global English pare instagram account as a learning mobile to improve their English vocabulary.

Based on the interview results, the researcher has elaborated several important points in this section to answer the research question. The researcher figured out that the students' perception upon the use of Global English Pare Instagram account were varied. However, they showed similar perception about learning vocabulary through English learning account for this case was the Global English Pare which actively shared the English materials. However, all The participants' opinions about English learning account after experienced vocabulary learning through Instagram showed that all respondents perceive that English learning account, in this case was the Instagram account of Global English Pare was good for supporting their vocabulary learning. Basically, they did not only learn about the newly vocabulary but also the other materials of English such as Grammar and also other skills of English. The participants demonstrated a good opinion and reaction about the account through several supporting statements. There were several positive points of view about English learning account mentioned by them.

Vocabulary teaching and learning is a continuous challenge for teachers as well as the students (Akdogan, 2017). Generally, there has been minimal focus on vocabulary teaching in the ESL classroom. The way each student learns is different. When it is effective for some students to learn vocabulary by using memorization techniques, it will not guarantee that the similar way will be successful for other learners. Moreover, some institutions realized that using game is one of the methods that can help students when students are engaged in playing with other students. Therefore, this technique will help them to develop their interpersonal skills and their vocabulary. They will be encouraged to speak confidently in the target language. One other way to improve students learning ability is to make students see pictures or action. This will enable to develop their vocabulary as well as to enjoy the use of games, game activities, and materials such as quizzes shared by the Global English Pare. These will prove to be beneficial also for the teachers.

2. The benefits for students when using global English pare instagram account as the learning mobile to improve their English vocabulary.

From the interview statement, it can be concluded that the English learning account, in

this case was the Global English Pare had several benefits for participants to support their vocabulary learning. The benefits encountered are easy to access, interesting and fun methods of learning (Using video and games, also quizzes), it can be accessed every time without limited access, and those are also several materials can be accessed freely all the time. The respondents found themselves enjoyed to learn this way. In addition, stated by Huyen (2003) that there were several advantages of using games to learn vocabulary: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the students during their learning.

3. The difficulties faced by students when using global English pare instagram account as the learning mobile to improve their English vocabulary.

In this category, the researcher explained that the limitation or the difficulties that had been experienced by respondents during their exploration of the Global English Pare account existed. However, the disadvantages were not faced by all respondents. It was indicated that the students who experienced the difficulties were based on their personal reasons only, such as the stability of the internet access, and also the satisfaction of the material given by Global English Pare that will be perceived differently by the other students. The similarity of the previous studies (Monica (2012), Anna (2014), Irfan (2016), Rima (2013), Azkiya (2019), Ramdhany (2017)), is the focus of research on improving vocabulary learning and the result of those studies resulted in a significant improvement obtained by the students towards the ability by using social media. While the difference of the studies above is the social media that researchers used in their study, research subject, research method and research question. Compared to the previous related study, this newly research was different in terms of several things. First, this research focused on students' perception toward one Instagram account only which served the detail analysis. Meanwhile, the other studies focused on students' perceptions on several English learning accounts on Instagram by also comparing how effective and ineffective those accounts were in improving students' skills in English especially vocabulary building.

However, this research specifically done the research by not comparing several English learning account, but it focused on analyzing both how effective or ineffective the existence of one account to support the students English learning process. This research also implemented several pre-trial stages in order to get the real-time experiences from respondents' before collecting the data which was not applied by the previous studies. Lastly, the display of data findings and discussion of this research was more clear and detail in terms of interpreting the data.

CONCLUSION

After conducting the research upon the use of global english pare platform as a mobile learning resource to learn english vocabulary, and investigating the students' perception upon the use of Global English Pare Instagram account as the tool to learn vocabulary at University of Mataram, precisely at second-semester students conducted through online questionnaire and interview, it can be inferred that the student's perception towards Global English Pare account was varied and they dominantly presented positive opinions about the platform which indicated the good reflection upon their experience of using the platform. The majority of students found the account was very effective to develop their vocabulary mastery by portraying several personal positive reasons recorded in interview section. Meanwhile, it was also found by the students the few numbers of difficulties during their activities using the platform.

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