

# EFL STUDENTS' VOICES ON LEARNING VOCABULARY THROUGH THE USE OF *DOODLES INSTAGRAM* ACCOUNT

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## ABSTRACT

Students' perceptions are essential elements in the EFL context. Therefore, there are many studies related to students' voices conducted. This research objective was to investigate students' opinions on *Doodles Instagram* Account as a learning medium of English vocabulary. This research was a descriptive qualitative study. The participants of this research were 27 students in the ELT Department of Universitas Nahdlatul Ulama Purwokerto. After the students learned English vocabulary through several relevant posts taken from @doodles account, the team asked the students to complete a questionnaire. The questionnaire was a closed questionnaire consisting of 22 questions. The data obtained were analyzed by calculating the percentage of each item. The results revealed several essential findings. Firstly, most of the students were active users of *Instagram*. Secondly, the students mostly used *Instagram* to enrich their English vocabulary. Thirdly, the students generally responded positively to *Doodle Instagram* Account. Overall, the students' voices toward @doodles account as a learning medium of English vocabulary tended to be positive.

**Keywords:** English vocabulary; *Doodle Instagram* account; students' voices.

## INTRODUCTION

English is one of the international languages commonly considered as a crucial language. Rajathurai (2018) states that the significant of English is undeniable because English is the greatest common language spoken universally. There are so many languages all over the world, but English is the most popular language used in a lot of countries. Some of countries acclaimed English as a foreign language including Indonesia. Imran (2017) explains that English takes important thing to learn. In Indonesia, English is the main foreign language taught as an essential lesson until university level.

English itself has several elements. One of them is vocabulary frequently considered as a crucial element. People can express their ideas and emotion to others through vocabularies. According to Pan & Xu in Afzal (2019), learning vocabulary is an essential factor in learning English. In addition, vocabulary is the basic component for language skills, namely listening, speaking, reading, and writing. Rohmatillah (2017) states that without learning vocabulary, communication in the second language becomes harder. Further, vocabulary knowledge is a crucial part of the language and the central to communicative competence. Alqahtani (2015) also states that low vocabulary mastery causes severe problems to its learners, which consequently creates difficulties to master English. Rohani and Purgharib (2013) define vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language.

The significant of vocabulary is undeniable. The students who have more vocabularies are going to master those four skills easily. However, vocabulary is still being a problem for the English learners. They are still lack of vocabulary although they learned since they sat in junior high school, senior high school and university. Rohmatillah (2014) says that vocabulary learning is still being a quite big problem for university students. Traditional method in learning English is quite monotonous.

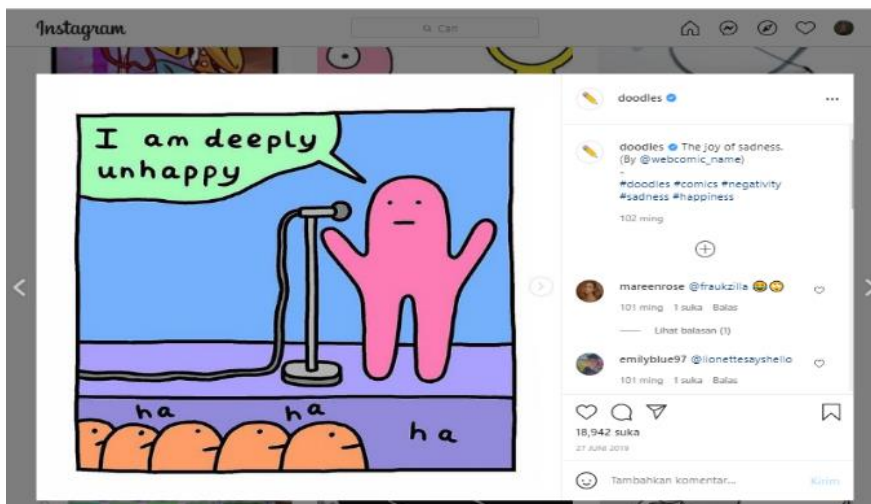
It is essential to use another innovation in learning English vocabulary like using social media. Dhanya (2016) suggests about the integration of social media into classroom practice so that the teacher will not be the only source of learning. Furthermore, the students are able to form their learning routine which is suitable with their needs. Mansor (2016) also gives more examples of social media such as Facebook, Blogs, *Instagram*, e-mail and Twitter that can be applied in

language learning. All students can learn vocabulary every time. According to Matthewman, et al., in Budiman (2020), most of people access Facebook, YouTube, *Instagram*, Twitter, and LinkedIn every day for their personal, social, and media activities. Furthermore, the teachers may take use of technological resources to help them learn English especially about vocabulary inside and outside the classroom.

There are many media that allow students to get more vocabularies they need, especially *Instagram*. Ting et al., (2015) state that *Instagram* was founded in 2010. It is available for all people to use. They can share some photos or videos including their own captions. Based on the fact, there are many users of *Instagram* especially teenager who are also students. They like to read and comment for *Instagram* story. According to Bakti (2020) one of the advantages of watching *Instagram* is getting new vocabularies. When the students are using *Instagram*, they are also doing reading activity. They get some new words or vocabularies that may they do not realize it. It can help them to improve their vocabulary mastery through reading *Instagram* caption. Besides, they have to be directed to use *Instagram* as well so that they can receive benefits by using *Instagram*.

One of the *Instagram* accounts that has possibilities as learning media is Doodle *Instagram*. This account often posts contents that can be employed to learn and teach English vocabulary. The researchers are interested in doing research about Doodles *Instagram* account to teach vocabulary in second semester of Universitas Nahdlatul Ulama Purwokerto. Here is one of the examples of the posts that can be used to teach English affixes.

Figure 1. The Example of the Post



After the contents of the account are employed to teach vocabulary, the researchers investigated the students' voices toward the usage of Doodles *Instagram* account. This study focuses on students' perception. According to Qiong (2017), perception is a process experienced by people to achieve awareness or understanding of sensory information. People generally have their own points of view and thoughts about things or information around them. Hasnidar (2020) states that perception is the process that individual experienced to receive information through the sense organs. Aniuranti et al., (2021) point out that perception is the way someone views something. Thus, perception can be defined as someone's point of view or opinion toward something, and it can be different from each other.

Exploring students' opinion is crucial in EFL context. Therefore, there are many studies concerned with students' voices toward the learning activities. According to Harianto (2021), perception is an essential thing since perception influences the information in someone's mind, and the background knowledge in form of schemes influences perception and subsequent learning. Kurniawan (2015) also points out that perception is one of the psychological aspects that is crucial since by having perception we can know a certain phenomenon around us.

Based on the literature review, there is a relevant study entitled *The Profile of Students' Vocabulary Mastery through Reading 9gag Instagram Account* conducted by Bakti (2020). This study examined the usage of *9gag Instagram Account* to teach English vocabulary. This study also explored students' voices toward the use of the account. This research revealed that the students' vocabulary mastery was fair to good. Besides, the students were interested with *9gag Instagram* account. There are 47 out of 60 students were interested in this account. In this study, the account used for teaching vocabulary was different from the previous study. The researchers employed *Doodle Instagram* account. The researchers assumed that the posts of this account could be used to teach English vocabulary.

Based on the aforementioned explanations, the researchers concurred to do a descriptive qualitative study about students' voices toward the usage of *Doodle Instagram* account. This account has possibility to be brought as a teaching medium of English vocabulary. Thus, the objective of this research was to find out the students' opinions toward the account.

## METHOD

This study was a descriptive qualitative research because the results of this study explains students' opinion toward the usage of a learning medium called *Doodle Instagram* account. We can access easily the account at @doodles. According to Arikunto (2010), descriptive qualitative research is not employed to examine a certain hypothesis, but it is only used to describe a certain variable. Ary et al., (2010) explain that one of the objectives of qualitative research is to understand perception, and one of the characteristics of the data is descriptive.

The data of this research was gathered through a closed-questionnaire. The questionnaire was adapted from Bakti (2020). The questionnaire consisted of 22 questions or items, and all those items could be classified into three different categories called the students' activities on *Instagram*, the students' aims in using *Instagram*, and students' opinions about *Doodles Instagram* account. The participants of this study were students of English Language Teaching Departments of Universitas Nahdlatul Ulama Purwokerto. There were 27 students. At that time, they were joining Lexical Studies Class which is used to teach English vocabularies. After the team employed some relevant contents of @doodles to teach vocabulary, the researchers asked the students to complete the questionnaire. Then, the data were analyzed using the following formula taken from Sugiyono (2014).

$$P = \frac{Fq}{N} \times 100$$

Where:

P : Percentage

Fq : Frequency of item

N : Total sample

## RESULT AND DISCUSSION

### *Result*

There are three indicators of the questionnaire. They are the students' activities on *Instagram*, the students' aims in using *Instagram*, and students' opinions about *Doodles Instagram* account. The percentage of data analysis through questionnaire can be seen on the following tables.

Table 1. Students' Activities on *Instagram*

Questions	Responses				
	SA (%)	A (%)	N (%)	D (%)	SD (%)
I use <i>Instagram</i> every day.	31.82	27.27	27.27	9.09	4.55
I post every single moment on <i>Instagram</i> .	0	4.56	36.36	36.36	22.72
I use English when I post on <i>Instagram</i> for showing off.	0	13.64	18.18	31.82	36.36
If it is necessary, I use English when I post on <i>Instagram</i> .	9.09	27.27	50	4.55	9.09
I feel famous when I posting something on <i>Instagram</i> .	4.55	13.64	18.18	40.90	22.73
I follow English <i>Instagram</i> account.	22.72	59.09	13.64	0	4.55

Based on table 1, it can be concluded that most of the students were active *Instagram* user because from the questionnaire item number one, 59.09 % of students used *Instagram* every day. Although most of them did not post every single moment on *Instagram*, but most of them about (86.81%) follow English *Instagram* account. Thus, most of the students were interested to use *Instagram* every day.

Table 2. Students' Aims in Using *Instagram*

Questions	Responses				
	SA (%)	A (%)	N (%)	D (%)	SD (%)
I follow English <i>Instagram</i> account to enrich my vocabulary.	13.64	72.72	9.09	0	4.55
I follow English <i>Instagram</i> account to be famous.	0	13.64	9.09	45.46	31.81
I follow English <i>Instagram</i> account to show off.	0	4.55	9.09	50	36.36

From the table above, it could be concluded that most of the students followed English *Instagram* account to enrich their vocabularies. The students' who agreed with the first statement were up to 86.36 %. It showed that they all wanted to enrich vocabulary when they followed English *Instagram* account. They mostly did not want to follow English *Instagram* to be famous or just to show off.

Table 3. Students' Opinions about *Doodles Instagram* Account

Questions	Responses				
	SA (%)	A (%)	N (%)	D (%)	SD (%)
I am interested in using <i>Doodles Instagram</i> account.	9.09	54.55	18.18	0	18.18
I pay attention with the part of vocabulary on <i>Doodles Instagram</i> account.	13.64	50	18.18	13.64	4.54
I can enrich my vocabulary with <i>Doodles Instagram</i> account.	18.19	54.54	4.54	4.54	18.19
I am interested in some new words in <i>Doodles Instagram</i> account.	18.18	54.54	13.64	9.09	4.55
I learn more about word formation with <i>Doodles Instagram</i> account.	4.55	63.64	27.27	0	4.54
I learn more about affixation with <i>Doodles Instagram</i> account.	13.64	40.89	36.37	4.55	4.55
I read the caption of the feeds of <i>Doodles Instagram</i> account.	4.55	50	36.36	4.55	4.54
I am interested in other English <i>Instagram</i> accounts.	18.18	50	27.27	4.55	0
I am interested in using other English <i>Instagram</i> accounts to enrich vocabulary.	27.27	59.09	9.09	4.55	0
Teacher uses <i>Doodles Instagram</i> account to teach vocabulary in the classroom.	22.72	40.90	27.28	4.55	4.55
I learn English vocabulary with <i>Doodles Instagram</i> account by myself outside the classroom activity.	22.73	31.81	36.36	4.55	4.55
I used English vocabulary from <i>Doodles Instagram</i> account to communicate with my friends.	4.54	27.27	50	13.64	4.55
<i>Doodles Instagram</i> account gives benefit for vocabulary mastery.	31.81	50	13.64	4.55	0

Table 3 shows that the students' response on *Doodles Instagram* account to teach vocabulary on their class. There were for about 63.64% of students who were interested in *Doodles Instagram* account. It was suitable with the question number one. Most of them pay attention to the materials related to vocabularies such as part of vocabulary, synonym and antonym, and also affixation provided on *Doodles Instagram* account. However, they were also interested on other English *Instagram* accounts to enrich vocabulary. *Doodles Instagram* account was one of their choices to enrich vocabulary as mentioned on point number 11. It shows that 54.54 % of students

learned vocabulary with *Doodles Instagram* account by themselves outside the classroom activity. About 81.81 % of students said that *Doodles Instagram* account gave benefits for them to improve their vocabulary mastery.

### ***Discussion***

The results from the questionnaire shows some positive responses from the students. Most of students were active *Instagram* users. Sometimes, they posted their activities on *Instagram* using English. They also followed English *Instagram* account including *Doodles* account as the media of learning. Then, the next questionnaire indicator was students' aims in using *Instagram*. The results of this indicator also proved that most of the students used *Instagram* to know more about vocabulary especially related to the feeds, captions, and comments on *Doodles Instagram* account.

The last indicator was the students' opinions about *Doodles Instagram* account in teaching and learning process. That materials were the implementation of the theory from Brewster et al., in Al Qahtani (2015). They explain that the materials to teach students using *Instagram* are such as part of vocabulary, affixation, synonym and antonym. It makes sense that most of students are curious to know new words through *Instagram* caption, or the pictures containing new words at the *Instagram*'s feed itself related to those materials.

The responses about *Doodles Instagram* account above can be related to the previous studies. Bakti (2020) says that most of students at university are active *Instagram* viewers. It is suitable with the first indicator of this questionnaire showing that most of students were active *Instagram* users. They watched *Instagram* every day. It is in line with the statement of the theory from Brewster et, al., in Al Qahtani (2015). They say that *Instagram* is a new media to teach vocabulary. According to Bakti (2020) and Al Qahtani (2015), most of students are interested in watching *Instagram* to improve their vocabulary mastery. They state that *Instagram* is one of the learning media to teach vocabulary. Bakti (2020) adds that the students are more attentive with the new words from *Instagram* account. He also explains that teaching vocabulary using *Doodles Instagram* account is something new and interesting.



## CONCLUSIONS

The results of this study revealed that most of students' opinions related to Doodles *Instagram* account tended to be positive. All of questionnaire indicators received positive responses from the students. The students are interested in learning vocabulary from the captions and the pictures of Doodles *Instagram* account. They are also attentive with the new words related to part of vocabulary, affixation, synonym and antonym from this account. Furthermore, Doodles *Instagram* account gains students' curiosity in learning English. They paid attention to the teacher's explanations and instructions well. They actively involved in learning process by asking and answering questions.

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