

THE EFFECT OF INSTAGRAM IN LEARNING VOCABULARY OF THIRD
SEMESTER STUDENTS' AT ENGLISH TADRIS STUDY PROGRAMME
IN IAIN PALU ACADEMIC YEAR 2020/2021



THESIS

Thesis submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan (S.Pd.) in English Tadris Department at the Teacher
Training and Tarbiyah Faculty State Institute for Islamic Studies
(IAIN) Palu

By

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2021

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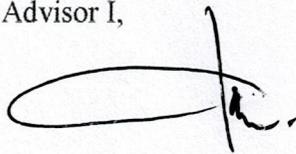
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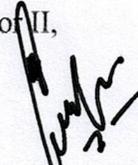
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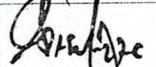


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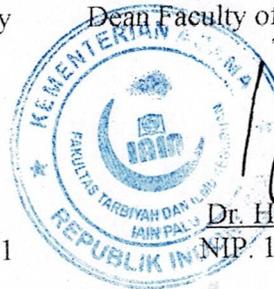
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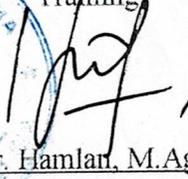
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أَجْمَعِينَ أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ ، أَمَا بَعْدُ َ

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ABSTRACT

Name : Alfu Habibah
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Entitled :THE EFFEECT OF INSTAGRAM IN LEARNING VOCABULARY OF THIRD SEMESTER STUDENTS' AT ENGLISH TADRIS STUDY PROGRAMME IN IAIN PALU ACADEMIC YEAR 2020/2021.

The research background by sub optimal vocabulary needs based on interview from the vocabulary lecturer in IAIN Palu English Tadris Study Programme. In general students have social media like Instagram to communicate with their friends to get information or learn English, this research is The Effect of Instagram in Learning Vocabulary of Third Semester Students' at English Tadris Study Programme in IAIN Palu Academic year 2020/2021.

Research problem Is there an Effect of Instagram in Learning Vocabulary of Third Semester Students' at English Tadris Study Programme in IAIN Palu Academic year 2020/2021?

The objective of this research to know the Effect of Instagram in Learning Vocabulary of Third Semester Students' at English Tadris Study Programme in IAIN Palu Academic year 2020/2021.

This research was quantitative method and used total sampling. The subject of this research was the students batch 2019 semester 3 academic year 2020-2021 in IAIN Palu. The total number of students of in this research were 102 students. After selected the sample of this research were 35 students. Research instrument is questionnaire.The technique of collection data were observation, and reduction.

The result showed that Effect of Instagram in Learning Vocabulary of Third Semester Students' at English Tadris Study Programme in IAIN Palu Academic year 2020/2021, used online media namely google form. The data revealed that the level of the mean score 62,48% from 35 students which was categorized as high effect.

Then the research concluded that it is evident that Instagram have an effect on learning English (vocabulary) of student. It was revealed by the mean score 62,48% . The was classified as high category of the students' questionnaire.

CHAPTER I

INTRODUCTION

A. Background

Learning system by teaching students through the internet or online learning environment. Students access class goals, lecture notes, teaching materials, and examinations via the internet. Students and instructors interact online through email, chat rooms and thread discussions. Also known as web based classrooms, e-learning, virtual education, and distance learning. Once considered a trend, social media one of online learning has evolved into a “timely” teaching hybrid anytime, anywhere.¹

Internet and social networking applications as well as interacting and communicating media can also be used as learning media that have supported the transformation of science including applicative, literary or theoretical theories of social learning.² With this, internet and social networking can use learning with social media. It is now a lot happening in the process of distance education (e-learning) where the learning process is no longer limited to classrooms, distance, and time. Limited classroom for learning vocabulary by using social media not limited nowadays, hence using social media can be media learning tools. Social media It has become one of the most popular media that facilitates students being to communicate. It can be used as a media to link one another, even though they

¹ Hasnawati Hassan, “Students Engagement In Online Learning : Learners Attitude Toward E-Mentoring,” www.researchgate.net (20 february 2021).

²Maryani..“Media Sosial dalam Dunia Pendidkan”, An-Nahdhah <https://www.google.com/url?sa=t&source=web&rct=http://www.researchgate.net> (15 October 2020).

cannot face each other due to routine activity. So that Social media in educational activities have a big influence to help the student or learner to study. The students can use social media as the source for their studies and practice their skills.³

Instagram is one of social media such an amazing application and one of the most popular social media applications.⁴ What makes it the best application in learning English language is that its users learn in an entertaining and spontaneous way. Instagram has a beneficial characteristic as it falls in the category of social networking and the main source of networking is communication.⁵ According to Napoleon, there are 40 Million Instagram users, which are divided into 52% male and 48% female. Over 80% of them are aged from 18 to 44 years. Interestingly, this application is used as a place of learning in the world of education, the presence of additional features as interactions as well as additional learning activities outside of school.⁶ Wiktor state that Instagram has some essential tools that could benefit in educational purposes related to linguistic intelligences

³ Ulfa Azkiya. "Students Perception Towards The Impact Of English Learning Accounts On Instagram On Students' Vocabulary," <https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 October 2020).

⁴ Pero Ali, "Instagram in Learning English Language," <http://prezi.com/orhxy6-Ipc8/instagram-in-learning-ssenglishlanguage/>. (20 November 2020).

⁵ Noraien, M. and Normaliza, A. R. "Instagram in ESL classroom," Man in India, 2017. https://www.researchgate.net/publication/321016352_INSTAGRAM_IN_ESL_CLASROOM (01 October 2020)

⁶ Ronan Kelly. "An Exploration of Instagram to Develop ESL Learners' Writing Proficiency," (Doctoral dissertation, Ulster University). London, United Kingdom: British Council, 2015. <https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 October 2020)

(vocabulary). Ferlazzo in blair and serafini state that : if students learn English, instagram can help them improve their mastery of English vocabulary.⁷

Vocabulary is one of the most important components of language and one of things that to be noticed by the linguists.⁸ Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.⁹ To enhance students vocabulary in learning language the Effective strategies help students understand and learn a new word. English learners need a good strategy for vocabulary learning makes them easy to remember and learn vocabulary.¹⁰

The research background by sub optimal vocabulary needs based on interview from the vocabulary lecturer in IAIN Palu. The researcher interests in doing research at 2019 IAIN Palu English tadaris study programme, because in general students have social media like Instagram to communicate with their friends to get information or learn English based on observation. Besides that students tend to prefer use social media in daily activities and learning activities.

⁷Henny mastuti. Thesis. ‘‘Penggunaan Instgram untuk Meningkatkan Penguasaan Kosa Kata Bahasa Inggris,’’ <https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 october 2020).

⁸jack c. Richards, Curriculum Development In Language Teaching, (united kingdom: cambridge university press, 2002. [Www.amazon.com](http://www.amazon.com) (22 february 2021)

⁹hatch, evelyn and brown. Vocabulary, Semantics, And Language Education. Cambridge : cambridge university press, 1995.www.uptjournals.net (09 october 2020)

¹⁰Mulyasari, Hartati, t. ‘‘Meaningful Vocabularies Developed Through Classroom Activities. Conferenced: 3rd international conference on early childhood education,’’. <https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 october 2020)

B. Research Question

Based on the background of the study, the research formulates the following research question. Is there an effect of Instagram in learning Vocabulary of third semester, students' at English tadrís study programme in IAIN Palu academic year 2020/2021 ?

C. Objective of the research

Based on the research question above, the objective of the study, as followed to know the effect of Instagram in learning Vocabulary of third semester students' at English tadrís study programme in IAIN Palu academic year 2020/2021.

D. Significance of the research

This study will contribute some effect to students, it might offer a new knowledge about other media for English learning process. It also gives the information about the influence learning vocabulary of Instagram English account which is providing English vocabulary material on their account to helps students in learning vocabulary.

E. Definition of key terms

To avoid some misunderstanding, the researcher explain operational definition of key terms used in this research are defined:

1. According to Harris and Hodges state that “Vocabulary is a tool to communicate known words with others”.¹¹
2. Instagram is an application sharing photo and video that allows users to take photos, take videos, apply digital filters, and other network activities but this application also post an image with an exercise and information about English language in the caption,story,video and feed to learning vocabulary.¹²

¹¹Ramdhany thesis. “Students Interest In Learning Vocabulary Through Instagram At The Fifth Semester Of English Department Of Uin Alauddin Makassar,” 2017. <https://www.google.com/url?sa=t&source=web&rct=http://repository.uin-alauddin.ac.id> (04 august 2019)

¹²TIM Penyusun Kamus Pusat Bahasa,” Kamus Bahasa Indonesia,” www.amazon.com (04 august 2019)

CHAPTER II

RELATED LITERATURE REVIEW

A. *Previous Studies*

In this research, the researcher takes some reviews for another thesis. The function of previous studies is to support the researcher or to take the differences between those previous studies

The first research is done by Ramdhany (2017) conducted the study about students' *Interest in Learning Vocabulary through Instagram at the fifth semester of English Department of UIN Alauddin Makassar*'. This research discussed the way of students' interest in learning vocabulary through Instagram. It used a descriptive quantitative method with 85 participants. The researcher concludes that the students' interest was in high level because the participant was engaged, care and had a positive feeling in learning vocabulary through Instagram.¹

The second research done by Ulfa azkiya (2019) entitled '*Students' Perception Towards The Impact of English Learning Accounts On Instagram On Students' Vocabulary*'. The qualitative method was used in conducting this study and to obtain the data, the researcher used semi-structured interview. The result of this study are students' perceive learning vocabulary by using English learning

¹ Ramdhany thesis. "Students Interest In Learning Vocabulary Through Instagram At The Fifth Semester Of English Department Of Uin Alauddin Makassar," 2017. <https://www.google.com/url?sa=t&source=web&rct=http://repository.uin-alauddin.ac.id> (04August 2019).

Accounts on Instagram was really supporting their learning and they have good experienced during learning vocabulary through Instagram.²

The third research done by Nurul zahrizan (2019) entitled ‘‘ *The Influence account @gurukumrd to the out of class Language Learning (Study on Easiness of Followers’ English Learning at IState Islamic College of Sorong)*’’. The type of research is quantitative using Ex Post-Facto method. The sample taken was students who became followers of @gurukumrd, amounting to 22 people. The sampling technique uses purposive sampling technique. The researcher used instrument Likeart scale questionnaire. The data that has been collected is then processed use help of the SPSS (Statistical Program for Social Science) for windows version 20. The result showed that there was an influence of the instagram account @gurukumrd to out of class English Language Learning on Students who were followers of @gurukumrd.³

Based on those previous research, there are any different the first researcher focused interest students’ learning vocabulary through Instagram.

While the second researcher focused on students’ perception towards the impact of English learning accounts on Instagram on students’ vocabulary, used qualitative method and interview. Five students was selected purposively as the participants of study.

² Ulfa Azkiya. ‘‘Students Perception Towards The Impact Of English Learning Accounts On Instagram On Students’ Vocabulary,
‘‘<https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 October 2020).

³Nurul zahriza . *The Influence account @gurukumrd to the out of class Language Learning (Study on Easiness of Followers’ English Learning at State Islamic College of Sorong)*’,2019. <https://www.google.com/url?sa=t&source=web&rct=http://www.researchgate.net> (15 October 2020)

The third researcher focused on account @gurukumrd and used purposive sampling the result show that instagram @gurukumrd social media accounts have positive influence on someone' learning and are significant for out of class English language learning of student and based on the result of questionnaire which @gurukumrd as alternative teacher in their Instagram account can improve their skill everyday and followers has a good directed naturalistic language learning. In this research, the researcher will focus on effect of learning vocabulary through instagram.

B. Theoretical Review

1. Social Media

Social media is a prominent medium of communication and used by all generations. Besides being used as a tool of communication, institutions have integrated social media such Instagram as learning tools to deliver new information and connect with students.⁴ Students also are exposed to interaction with other individuals around the world using social media. The use of social media has positive impacts on learning foreign language.⁵ Social media platforms are perceived as effective tools in language learning. The impacts of social media on second and foreign language acquisition it is more effective to learn via social media compared to traditional learning.⁶ Social media provides students on the

⁴ Zahirah Zainal, Noor Hanim Rahmat, " Social Media and Its Influence on Vocabulary And Language Learning: A Case Study in Universiti Teknologi Mara (Uitm), Shah Alam, Malaysia," : European Journal of Education Studies. :<https://www.researchgate.net/publication/344349821> (13 March 2021).

⁵Bicen, H., & Sadikoglu, S., & Sadikoglu, G,"The Impact of Social Networks on Undergraduate Students Learning Foreign Language. Procedia: Social and Behavioral Sciences. <https://www.researchgate.net/publication/344349821> (13 March 2021).

usage of words in an authentic real-life situation verb, noun and adjective.⁷ The use of social media also provides positive effects such as pronunciation improvement and vocabulary enlargement resulted from the use of social media.⁸ When using social media, students are given the chance to learn vocabulary by using strategies such as collaborating with other social media users in comment sections and this will provide an opportunity for them to learn new words. Repeated exposures in social media occur when students get to look at the words constantly and they tend to remember the word subconsciously. Words such as profile, comment, like and post are some of the examples of words that are repeatedly exposed when using social media such as Instagram.⁹

⁶ Alharty, K. & Alfaki, I. M. (2014). Towards a Digital World: Using Social Networks to Promote Learner's Language. Towards a Digital World: Using Social Networks to Promote Learner's Language, http://www.aijcrnet.com/journals/Vol_4_No_10_October_2014/13.pdf. (13 March 2021)

⁷ Zahirah Zainal, Noor Hanim Rahmat, " Social Media and Its Influence on Vocabulary And Language Learning: A Case Study in Universiti Teknologi Mara (Uitm), Shah Alam, Malaysia," : European Journal of Education Studies. [:https://www.researchgate.net/publication/344349821](https://www.researchgate.net/publication/344349821) (13 March 2021).

⁸ Abbasova, M. (2016). The Impact of Social Networks on the Students' English Language in Azerbaijan. International Multidisciplinary Scientific Conferences on Social Sciences and Arts, 3. https://www.researchgate.net/publication/307967123_The_Impact_of_Social_Net_works_on_the_Students'_English_Language_in_Azerbaijan (13 March 2021).

⁹ Sutasini Sivagnanam, Melor Md Yunus, ' Utilizing Social Media in Vocabulary Enhancement among Primary ESL Learners in 1Sekolah Kebangsaan Batu Kikir, Negeri Sembilan, Malaysia 2Faculty of Education, Universiti Kebangsaan Malaysia,' : Universal Journal of Educational Research. <http://www.hrpbug.org> (13 March 2021).

2. *Instagram*

Instagram is for posting their photos and videos, it's not just about your selfies, food, and fitness photos, and likes, as the internet makes the education process more interesting than ever.¹⁰ According to Kirst, Instagram can be a great educational tool that makes the educational process interesting and insightful.¹¹ It can be a good opportunity to use Instagram in the learning process.

Instagram offers a lot of contextualized visual information and can be very useful in the education setting because it provides visual elements for visual students.¹²

Instagram application has features all of which are located at the bottom. These application features are:

- a. Home page, The main page displays the timeline of the latest photos of Instagram users. Comments, Photos on Instagram can be commented on in the column comment
- b. Profile, In the Profile page we can find out in detail about user information, both ourselves and others the user.

¹⁰Dr. Michael W. Kirst. "A College Success the College Puzzle," Stanford University, 2016. <http://collegepuzzle.stanford.edu/?p=5057> Language International Journal of Teaching and Education (02 October 2020)

¹¹Kirst, Michael W. *Instagram as an Educational Tool for College Students*. 2018. <http://collegepuzzle.stanford.edu/?p=5057> Language International Journal of Teaching and Education (01 October 2020)

¹²Yadegarfar, H. & Simin, S. *Effects of using Instagram on learning grammatical accuracy of word classes among Iranian undergraduate TEFL students*, 2016. International Journal of Research Studies in Educational Technology. Retrieved on 15 July 2018, from: <https://www.learntechlib.org/p/173362> (01 October 2020)

- c. News Feed, This feature displays notifications for various activities done by Instagram users.

In addition, according to Atmoko, there are some parts that should be filled so that the photos we upload are more informative. The parts that is:

- a. Caption

Making captions or photo titles is more reinforcing the character or message to be conveyed in the photo.

- b. Hashtag

Hashtag is a label in the form of a word prefixed symbol in the form of a fence (#). This feature is important because it can makes it easy for users to find photos on Instagram with certain labels.¹³ If want to get motivation, hashtag can help search for images, using relevant hashtags (#students, #vocabulary, #language).

¹³Ardianto, Thesis ‘‘Pengaruh Akun Media Sosial Instagram @pemudahijrah terhadap perilaku remaja’’ :Studi pada Siswa-siswi MAN Model Kota Sorong, Papua Barat, 2018
<https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (10 November 2020)



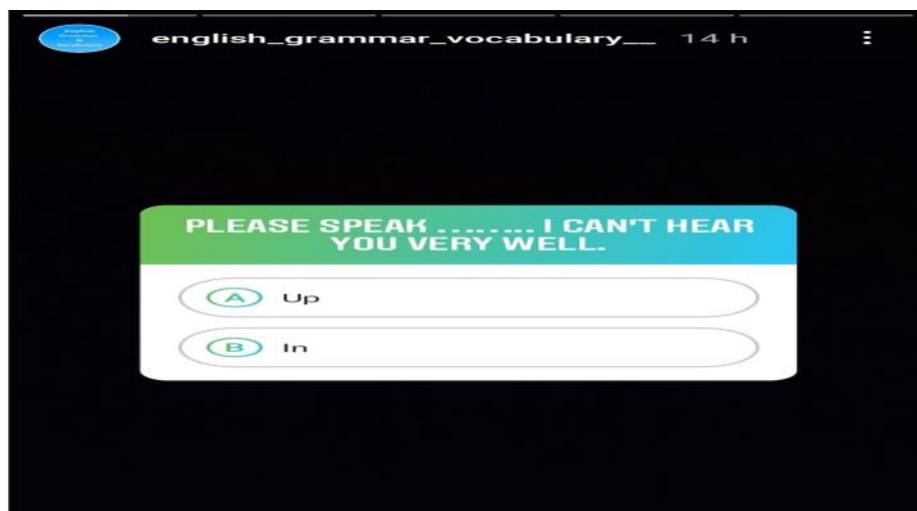
Logo instagram



Picture 2.1: Posting by Instagram Account @english_grammar_vocabulary there is bio in Account @english_grammar_vocabulary .



Picture 2.2 : Posting feed by Instagram Account @english_grammar_vocabulary
there is vocabulary (noun)



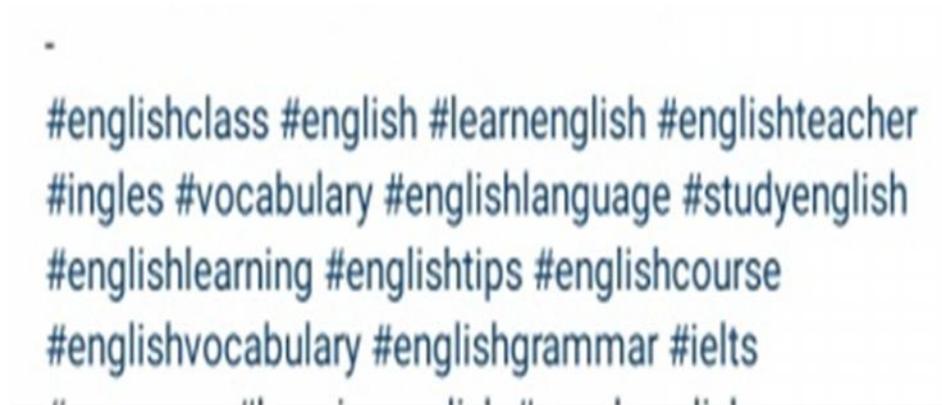
Picture 2.3 : Posting story by Instagram Account @english_grammar_vocabulary
there is multiple choice in story. Story is one of feature in Instagram.



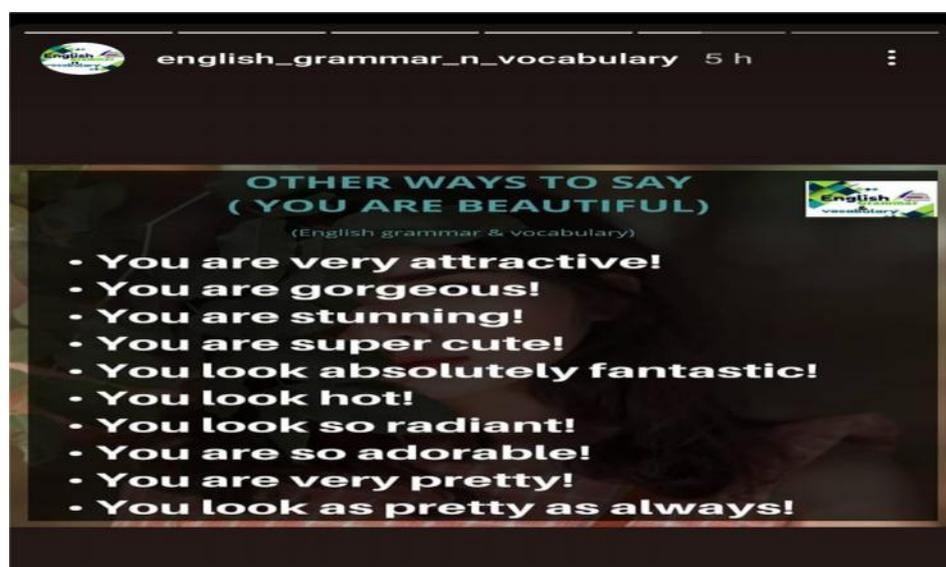
Picture 2.4 : Posting story by Instagram Account @learningenglishcorner there is vocabulary formal and informal in story. Story is one of feature in Instagram.



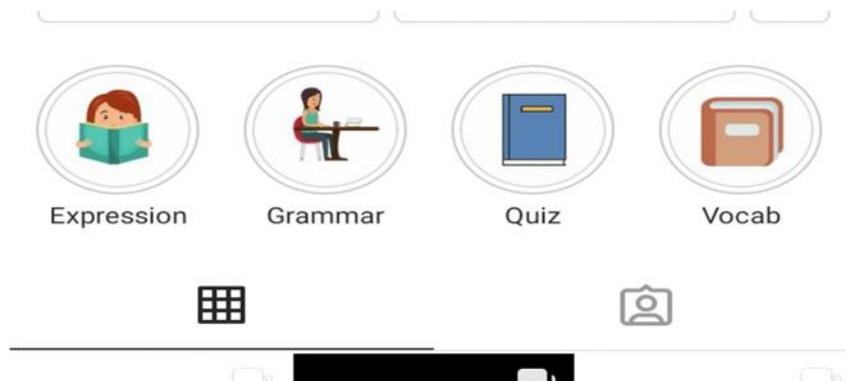
Picture 2.5 : Posting video by Instagram Account @gurukumrd. Video is one feature in Instagram.



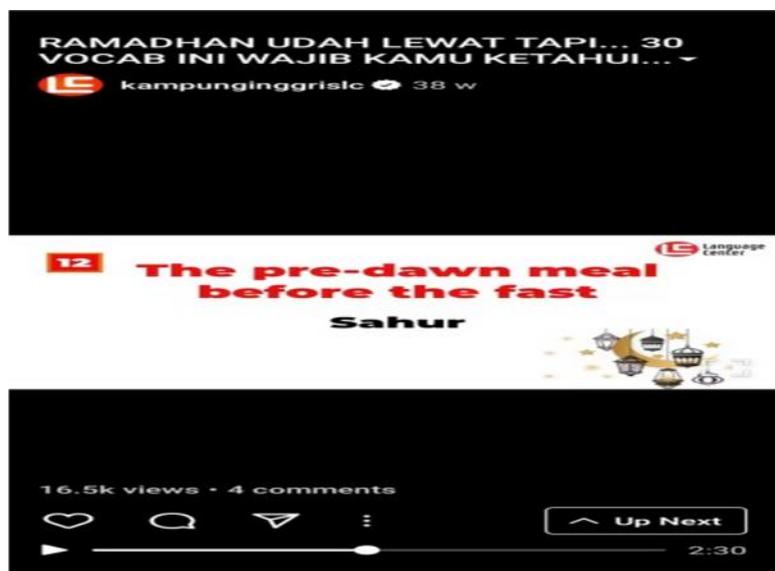
Picture 2.6 : Posting by Instagram Account. hashtag is one feature in Instagram.1hashtag can help students search for easy to find relevant sentence or words.



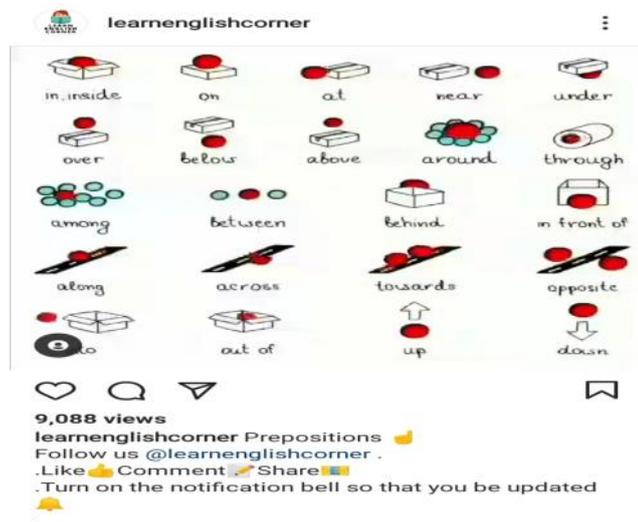
Picture 2.7 Posting story by Instagram Account @english_grammar_vocabulary there is1example sentecnce of vocabulary (adjective) in story. Story is one of feature in Instagram



Picture 2.8 : Posting video by Instagram Account @kampunginggrislc . IGTV is one of feature in Instagram. The students can watch learning English (vocabulary) in IGTV.



Picture 2.9 : Posting by Instagram account @Englishpro. Highlight is one of feature in Instagram. The students can reread of story vocabulary in highlight.



Picture 2.10 : Posting by Instagram account @learnenglishcorner. Feed is one of feature in Instagram. The students can learn vocabulary in feed Instagram.



Picture 2.11 : Posting by Instagram account @vocabforengish. Feed is one of feature in Instagram. The students can learn idiom through Instagram.



Picture 2.12 : Posting by Instagram account @vocabforenglish. Feed is one of feature in Instagram. The students can learn through quizzes in Instagram.

3. **Vocabulary**

Vocabulary mastery is having the ability to correctly define and use each word appropriately in a sentence.¹⁴ Vocabulary is all the words that a person knows or uses, all the word in a language, list of words with their meanings.¹⁵

Vocabulary helps students learn the four basic skills of English.

¹⁴Cameron, L. *Teaching languages to young learners*. Cambridge: Cambridge University Press, 2001. <https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 October 2020)

¹⁵Ed. Victoria Bull, *Oxford Learner's Pocket Dictionary*, 4th edition. New York: Oxford University Press. 2008. www.amazon.com (01 October 2020)

Vocabulary is one of important things to be taught in learning foreign language because it will be impossible to be speak up without variety words.¹⁶ Vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs.¹⁷ Vocabulary is a basis of language, it is very important to master in our language.

Based on the statement above, the researcher assumes that vocabulary is an important role in learning a language, vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate mastery of vocabulary.¹⁸

¹⁶Ur, Penny. “*A Course in Language Teaching. Practice and Theory.*” Cambridge : Cambridge University Press, 1996.www.amazon.com (20 November 2020)

¹⁷ Komachali and Khodareza, 2012 in Elsa Yuriska Sitompul “Teaching Vocabulary Using Flashcards And Word List.”[http:// www.amazon.com](http://www.amazon.com) (02 October 2020).

¹⁸ Meydina. Thesis. The effect of applying word sort strategy toward students’ vocabulary mastery of the eight grade (Students At Smp Negeri 3 Palu), 2019.

C. Hypothesis

The hypothesis is a temporary answer to the research problem, until proven through the collected data. From the words above, the hypothesis comes from the word "hypo" which means below, and "thesa" which means truth.¹⁹ In this study researcher used two types of hypotheses, those are:

1. Null Hypothesis (H₀)

Null hypothesis is a hypothesis that states there is no relationship between two groups or there is no difference between the variables X and Y. Alternative Hypothesis (H₀) = There is no effect of Instagram in learning Vocabulary of third semester students' at English tadris study programme in IAIN Palu academic year 2020/2021

2. Alternative Hypothesis (H₁)

The Alternative Hypothesis is a hypothesis that states the relationship between variables X and Y, or the difference between the two groups. Alternative Hypothesis (H₁) = There is effect of Instagram in learning Vocabulary of third semester students' at English tadris study programme in IAIN Palu academic year 2020/2021.

¹⁹Suharsimi Arikunto. "Dasar-Dasar Pendidikan," <https://www.google.com/url?sa=t&source=web&rct=http://repository.ar-raniry.ac.id> (01 October 2020).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method, population and sample, research instrument, procedure of collecting data and technique of data analysis.

A. Research Method

The method of this research used quantitative method . According Matthews and Ross quantitative methods are basically applied to the collection of data that is structure and which could be represented numerically . This means that all information or data is realized in the form of numbers and analysis based on statistical analysis. The research subject is all students of the 2019 IAIN Palu English Tadris Study Programme , total 102 students. The data from this research were taken on January 14, 2020 academic year 2020-2021 batch 2019 during the uneven semester.

The research design of this study¹is a survey research. In survey research, investigators ask questions about peoples“ beliefs, opinions, characteristics, and behavior. A survey may want to investigate association between respondents, education , social class and their current attitudes towards some issues .¹ By the statements above, the researcher concluded that survey research is a process of collecting information about the respondents of population. Therefore the

¹Collins, H. “Creative Research: The Theory and Practice of Research for the Creative Industries” AVA Publications. <http://news.collinselt.com> (10 November 2020).

researcher use quantitative and survey research effect of Instagram to learning vocabulary .

B. Population and Sample

1. Population

Population is the entire subject of the research. That may be concluded as the sum of the research subject.² The population of this research 2019 IAIN Palu English Tadris Study Programme . It consist of three classes, namely TBI 1, TBI 2, TBI 3. The total students of population are 102 students.

2. Sample

In taking a sample, the researcher used total sampling.³ Total sampling is a sampling technique when all members of the population are used as a sample. The sample use of this research is taking a based on data that can represent the whole population .

C. Technique of Collecting Data

To get accurate data in this study, researchers collect data use :

Questionnaire

According Wahyu Hidayat and Nur Asmawati Lawahid state that : researchers design a questionnaire with questions that are relevant to the research problem or study.⁴ The Survey is the process by which the researcher collects data

²Sugiyono. “Metode Penelitian Kuantitatif, Kualitatif,” <https://www.google.com/url?sa=t&source=web&rct=http://repository.uin-alauddin.ac.id> (04 August 2019)

³Ibid

⁴Wahyu Hidayat dan Nur Asmawati Lawahid. *Metode Fuzzy Delphi Untuk Penelitian Sosial* (Bandung), 2020.

through a questionnaire.⁵ Questionnaire is a number of written questions, which is used to gain information from respondents themselves.⁶ Questionnaire in this study the questionnaire use to obtain data on the effect of Instagram in learning Vocabulary of third semester students' at English Tadris Study Programme in IAIN Palu academic year 2020/2021 . The questionnaire use in this study is close questionnaire.

The measurement scale that can be used for the questionnaire is the Likert scale. It is a declarative statement followed by a choice of options indicating various degrees of agreement on a statement.⁷ Likert scale is a scale used to measure attitudes, opinions and perceptions of individuals or groups about phenomena (symptoms) or social events.⁸

Close question is that enable respondent not given any probability to give long answer of explanation, because the researcher has determined the answer of the question and the respondent only has to choose the available options.⁹. So the respondent just has to choose the answer that is available.

⁵O'Leary,Z. "The Essential Guide To Doing Your Research Project," (London: Sage, 2014). www.amazon.com (20 November 2020).

⁶Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktek*, edisi revisi VI, PT: Rineka Cipta, Jakarta, 2002. <https://www.google.com/url?sa=t&source=web&rct=http://www.researchgate.net> (15 Oktober 2020).

⁷M. Taufik Amir, "Merancang Kuesioner Konsep dan Panduan untuk Penelitian Sikap, Kepribadian & Perilaku,". Opac.perpusnas.go.id (01 October 2020).

⁸Arifin, "Penelitian Pendidikan Pendekatan Kuantitatif & Kualitatif" Lilin Persada Press, 2010. <https://www.google.com/url?sa=t&source=web&rct=http://www.researchgate.net> (15 Oktober 2020).

⁹ Ibid

The researcher adapted and modified from an instrument of questionnaire thesis Nurul zahrizan ‘‘the influence account @gurukumrd to the out of class language learning.’’

The questionnaire scored by employing Likert scale ranging from strongly agree to strongly disagree. To assess the items follow :

- Strongly agree : 4
- Agree : 3
- Disagree : 2
- Strongly disagree : 1¹⁰.

To rate the frequency and percentage of the effect of using Instagram on learning vocabulary of 2019 third semester English Tadris Study Programme students IAIN Palu academic year 2020-202 researcher used criteria:

- a. 76- 100 = Very High
- b. 56- 75 = High
- c. 26- 55 = Low
- d. 0- 25 = Very Low.¹¹

E. Data Collection Prodecure

In collecting data, the researcher followed the step below:

1. The researcher gave a questionnaire in google form and the questionnaire share through Whatsapp.
2. The researcher gave about explanation the purpose of the questionnaire.

¹⁰Sugiyono. ‘‘Metode Penelitian Kuantitatif, Kualitatif,’’ <https://www.google.com/url?sa=t&source=web&rct=http://repository.uin-alauddin.ac.id> (04 August 2019)

¹¹ ibid

3. Finally, the researcher collected the students' answer.

D. Data Analysis Technique

1. Observation

The observations of this research is while the researcher observed the students 2019 in IAIN Palu about they are having a social media like Instagram to communicate with their friends to get information or learn English and follow the account vocabulary. And then the researcher asks the lecturer of vocabulary about vocabulary students' on 2019 IAIN Palu English students.

2. Central limit theorem

The researcher needs to be done analysis data through central limit theorem. According Imre Barany state that central limited theorem in many situations, when independent random variables are added, their probably normalized sum tend toward a normal distribution even if the original variable themselves are not normaly distributed.

3. The data analysis techniques used to carry out in this study as follows :

This research use arranged categorize the data obtain from the distribution of questionnaires to then be processed using SPSS (Statistical Program for social science) for windows version 25.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussions of the research. Findings are divided into two points which explains about the percentage and the mean score of the data about learning vocabulary through Instagram English Tadris Study Programme batch 2019 students' in IAIN palu.

A. Findings

In this part, the data collected from 35 students and scored the questionnaire by percentage analyzing. Based on the result a detailed explanation regarding each question item

Table 4.1 Interest in learning English (vocabulary) through instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.9	2.9	2.9
	3.00	26	74.3	74.3	77.1
	4.00	8	22.9	22.9	100.0
	Total	35	100.0	100.0	

Table 4.1 above indicates that 1 of 35 students are disagree, 26 students are agree, 8 students are strongly agree and It can be said that they are agree Interest in learning English (vocabulary) through Instagram.

Table 4.2 Learning through instgram is more interesting than just reading a book or listening to material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.9	2.9	2.9
	2.00	8	22.9	22.9	25.7
	3.00	20	57.1	57.1	82.9
	4.00	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Table 4.2 above indicates that 1 of 35 students is strongly disagree, 8 students are disagree, 20 students are agree, 6 students are strongly agree and It can be said that they are agree Learning through Instgram is more interesting than just reading a book or listening to material.

Table 4.3 Videos posted on Instagram can improve vocabulary skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	28	80.0	80.0	80.0
	4.00	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Table 4.3 above indicates that 28 of 35 students are agree, 7 students are strongly agree and It can be said that they are agree Videos posted on Instagram can improve vocabulary skills.

Table 4.4 Instagram can affect the improvement of learning English (vocabulary).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.9	2.9	2.9
	3.00	27	77.1	77.1	80.0
	4.00	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Table 4.4 above indicates that 1 of 35 students are disagree, 27 students are agree, 7 students are strongly agree and It can be said that they are agree Instagram can affect the improvement of learning English (vocabulary).

Table 4.5 Follower gets lot of English learning tips on Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	14.3	14.3	14.3
	3.00	21	60.0	60.0	74.3
	4.00	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

Table 4.5 above indicates that 5 of 35 students are disagree, 21 students are agree, 9 students are strongly agree and It can be said that they are agree Follower gets lot of English learning tips on Instagram.

Table 4.6 Learning through video in learning English accounts on Instagram

helps to understand English (vocabulary) material better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.9	2.9	2.9
	3.00	22	62.9	62.9	65.7
	4.00	12	34.3	34.3	100.0
	Total	35	100.0	100.0	

Table 4.6 above indicates that 1 of 35 students are strongly disagree, 22 students are agree, 12 students are strongly agree and It can be said that they are agree Learning through video in learning English accounts on Instagram helps to understand English (vocabulary) material better.

Table 4.7 Learning English (vocabulary) through Instagram is fun.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	5.7	5.7	5.7
	3.00	24	68.6	68.6	74.3
	4.00	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

Table 4.7 above indicates that 2 of 35 students are disagree, 24 students are agree, 9 students are strongly agree and It can be said that they are agree Learning English (vocabulary) through Instagram is fun.

Table 4.8 The use of English learning accounts in Instagram as a media for learning English (vocabulary).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.9	2.9	2.9
	2.00	2	5.7	5.7	8.6
	3.00	26	74.3	74.3	82.9
	4.00	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Table 4.8 above indicates that 1 of 35 students are strongly disagree, 2 students are disagree, 26 students are agree, 6 students are strongly agree and it can be said that they are agree The use of English learning accounts in Instagram as a media for learning English (vocabulary).

Table 4.9 Videos uploaded to the English learning accounts on Instagram are able to overcome bored in learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	5.7	5.7	5.7
	2.00	3	8.6	8.6	14.3
	3.00	23	65.7	65.7	80.0
	4.00	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Table 4.9 above indicates that 2 of 35 students are strongly disagree, 3 students are disagree, 23 students are agree, 7 students are strongly agree and It can be said that they are agree videos uploaded to the English learning accounts on Instagram are able to overcome bored in learning.

Table 4.10 Instagram give benefit to your vocabulary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	5.7	5.7	5.7
	3.00	26	74.3	74.3	80.0
	4.00	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Table 4.10 above indicates that 2 of 35 students are strongly disagree, 26 students are agree, 7 students are strongly agree and It can be said that they are agree Instagram give benefit to your vocabulary.

Table 4.11 English account has an effect on vocabulary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	14.3	14.3	14.3
	3.00	23	65.7	65.7	80.0
	4.00	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Table 4.11 above indicates that 5 of 35 students are disagree, 23 students are agree, 7 students are strongly agree and It can be said that they are agree English account has an effect on vocabulary.

Table 4.12 Vocabulary in Instagram is easy to understand.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	8.6	8.6	8.6
	3.00	27	77.1	77.1	85.7
	4.00	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

Table 4.12 above indicates that 3 of 35 students are disagree, 27 students are agree, 5 students are strongly agree and It can be said that they are agree Vocabulary in instagram is easy to understand.

Table 4.13 I find new vocabulary when view videos or photos on Instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.9	2.9	2.9
	3.00	19	54.3	54.3	57.1
	4.00	15	42.9	42.9	100.0
	Total	35	100.0	100.0	

Table 4.13 above indicates that 1 of 35 students are disagree, 19 students are agree, 15 students are strongly agree and It can be said that they are agree I find new vocabulary when view videos or photos on instagram.

Table 4.14 I remembered the new vocabulary from instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	5.7	5.7	5.7
	3.00	30	85.7	85.7	91.4
	4.00	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Table 4.14 above indicates that 1 of 35 students are disagree, 19 students are agree, 15 students are strongly agree and It can be said that they are agree I find new vocabulary when view videos or photos on Instagram.

Table 4.15 Im interested in following more than one educational account like @jagobahasa, @gurukumrd, and so on. Because it can be help find out about learning English (vocabulary).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.9	2.9	2.9
	2.00	4	11.4	11.4	14.3
	3.00	18	51.4	51.4	65.7
	4.00	12	34.3	34.3	100.0

	Total	35	100.0	100.0	

Table 4.15 above indicates that 1 of 35 students are strongly disagree, 4 students are disagree, 18 students are agree, 12 students are strongly agree and It can be said that they are agree I find new vocabulary when view video or photos on Instagram.

Table 4.16 The caption on the English learning account on Instagram can effect my vocabulary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	8.6	8.6	8.6
	3.00	26	74.3	74.3	82.9
	4.00	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Table 4.16 above indicates that 3 of 35 students are disagree, 26 students are agree, 6 students are strongly agree and It can be said that they are agree The caption on the English learning account on Instagram can effect my vocabulary.

Table 4.17 Vocabulary can immediately be practiced in everyday life after watching the video story on Instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	8.6	8.6	8.6
	3.00	23	65.7	65.7	74.3
	4.00	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

Table 4.17 above indicates that 3 of 35 students are disagree, 23 students are agree, 9 students are strongly agree and It can be said that they are agree Vocabulary can immediately be practiced in everyday life after watching the video story on Instagram.

Table 4.18 Instagram really supports vocabulary learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	11.4	11.4	11.4
	3.00	28	80.0	80.0	91.4
	4.00	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Table 4.18 above indicates that 4 of 35 students are disagree, 28 students are agree, 3 students are strongly agree and It can be said that they are agree Instagram really supports vocabulary learning.

Table 4.19 Watch video on the English learning account (vocabulary) on Instagram can effect vocabulary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	11.4	11.4	11.4
	3.00	24	68.6	68.6	80.0
	4.00	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Table 4.19 above indicates that 4 of 35 students are disagree, 24 students are agree, 7 students are strongly agree and It can be said that they are agree Watch video on the English learning account (vocabulary) on instagram can effect vocabulary.

Table 4.20 The topic on the account of learning English (vocabulary) on instagram are very interesting and not boring.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	8.6	8.6	8.6
	3.00	22	62.9	62.9	71.4

	4.00	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

Table 4.20 above indicates that 3 of 35 students are disagree, 22 students are agree, 10 students are strongly agree and It can be said that they are agree Watch video on the English learning account (vocabulary) on Instagram can effect vocabulary.

B. Results of Hypothesis

In this study to test the hypothesis, the researcher used the validity test to see whether there were any effects of 2 paired variables, namely between the variables X and Y, by making a decision:

1. Correlation is significant at the 0.05 level (2-tailed).
2. Correlation is significant at the 0.01 level (2-tailed).

The significant value of each indicator to the total that the significant value is below 0,05 so that the item is valid. The explanation is stated that H0 is rejected and H1 is accepted. This means there is effect of Instagram in learning Vocabulary of third semester students' at English tadris study programme in IAIN Palu academic year 2020/2021.

A. Discussion

Based on the data finding above, the effect of using instagram on the learning vocabulary of 2019 third semester English tadrís study programme IAIN Palu academic year 2020-2021 was categorized as high. This is reflected by the mean score of their effect in learning vocabulary through Instagram was 62,48%. It means that the most of students was effect in learning vocabulary through Instagram. If we pay attention on table (4.3), (4.5),(4.6), (4.10), (4.11), (4.12), (4.13), (4.14), (4.16), (4.17), (4.19)1 which shows that there are of the respondents who agree instgram makes educational process insightfull.

We sometimes hear that for interesting a lesson we should love with the subject. In this case, the statements is relevant to the data presented on table (4.1),1(4.2), (4.7), (4.9), (4.15), (4.20) which shows that there are 74,3% of the respondents who agree Instagram makes the educational process interesting .

The data on table (4.8), (4.18) which shows that there are 80,0% of the respondents who agree with the idea about the use of English learning accounts in instagram as a media for learning English (vocabulary) and Instagram really supports vocabulary learning. It means instgram can be a great educational tool.

Based on the finding above, the researcher classified the students' effect according to According kirst1instagram can be a great educational tool that makes the educational process interesting and insightful.

The questionnaire shows that the students of 2019 third semester English tadrís study programme IAIN Palu academic year 2020-2021 have high effect in

learning vocabulary through Instagram because they feel are engaged in learning vocabulary.

Regarding to the average of the effect of using Instagram on the learning vocabulary the researcher has calculated it by using spss, where total score of questionnaire was divided with the total number of sample, so the result of the mean score calculated was 62,48% This result indicated that the effect of students are classified as high.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Instagram has an effect in learning vocabulary of third semester students' at English Tadris Study Programme in IAIN Palu academic year 2020/2021 revealed by mean score of the students' questionnaire. The mean score level was 62.48% as high category level.

B Suggestion

Based on the conclusion above, the researcher gave suggestions as the following below:

1. The students' are should be aware of their problem in learning vocabulary. They should know what makes their interested in learning vocabulary through Instagram so they can make an effort to increase their interested reason and maintain it.

2. The lecturers as one of the supporting of the students' success in learning vocabulary. They can use technology like notebook or smartphone which support internet connection to help them increase and maintain the students in learning vocabulary.

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APPENDIXES

QUESTIONNAIRE THE EFFECT OF INSTAGRAM IN LEARNING
VOCABULARY OF THIRD SEMESTER STUDENTS' AT ENGLISH
TADRIS STUDY PROGRAMME IN IAIN PALU ACADEMIC YEAR
2020/2021.

In this part, the researcher will give to respondent a questionnaire. Decide whether you agree or disagree with each statement, your honestly in answer questions not affect your score and we will keep it. And then indicate whether you:

Strongly Agree (SA)

Disagree (D)

Agree (A)

Strongly Disagree (SD)

Please answer all the questions by giving mark sign in the column that is available in every statement.

Name :

Class :

NO	THE QUESTIONS	SA	A	SD	D
1	Berminat belajar bahasa Inggris (vocabulary) melalui Instagram				
2	Belajar melalui Instagram lebih menarik daripada buku atau mendengarkan materi saja.				
3	Video yang di muat di Instagramd dapat meningkatkan kemampuan Vocabulary.				
4	Insatgram dapat mempengaruhi peningkatan pembelajaran bahasa Inggris (Vocabulary).				
5	Follower mendapat banyak tips pembelajaran bahasa Inggris (Vocabulary) di akun pembelajaran bahasa Inggris di Instagram.				
6	Belajajar melalui video akun bahasa Inggris di Instagram membantu memahami materi bahasa Inggris (Vocabulary) dengan lebih baik.				
7	Belajar bahasa Inggris (Vocabulary) melaui Instgram sangat menyenangkan.				
8	Pemakaian akun belajar bahasa Inggris di Instagram sebagai media pembelajaran bahasa Inggris.				

9	Video yang di unggah di akun pembelajaran bahasa Inggris di Instagram mampu mengatasi rasa bosan dalam belajar.				
10	Instagram memberi manfaat terhadap Vocabulary (kosakata)mu.				
11	Akun belajar bahasa Inggris berpengaruh terhadap Vocabulary (kosa kata).				
12	Vocabulary (kosa kata) di Instagram mudah di pahami.				
13	Saya menemukan Vocabulary (kosa kata) baru ketika melihat video atau foto di Instagram.				
14	Saya mengingat Vocabulary (kosa kata) baru dari Instagram.				
15	Saya tertarik mengikuti lebih dari satu akun edukasi seperti jago bahasa, gurukumrd, dan sebagainya karena dapat mengetahui pembelajaran bahasa Inggris (kosa kata).				
16	Caption di akun pembelajaran bahasa Inggris di Instagram berpengaruh terhadap Vocabulary (kosa kata) saya.				
17	Vocabulary (kosa kata) langsung dapat mempraktikannya di kehidupan sehari-hari setelah menonton video,story, di Instagram.				
18	Instagram sangat mendukung pembelajaran Vocabulary (kosa kata).				
19	Menonton video di akun pembelajaran bahasa Inggris (kosa kata) di Instagram bisa berpengaruh terhadap Vocabulary (kosa kata).				
20	Topik di akun pembelajaran bahasa Inggris (Vocabulary) di Instagram sangat menarik dan tidak membosankan.				

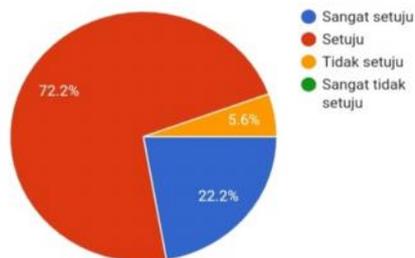
Respondent's answer

Untitled form

Questions Responses 36

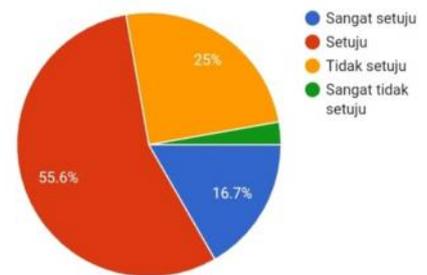
1. Berminat belajar bahasa Inggris (vocabulary) melalui Instagram

36 responses



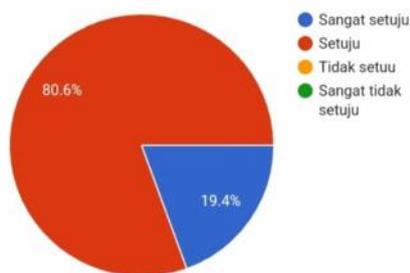
2. Belajar melalui Instagram lebih menarik daripada hanya membaca buku atau mendengarkan materi saja.

36 responses



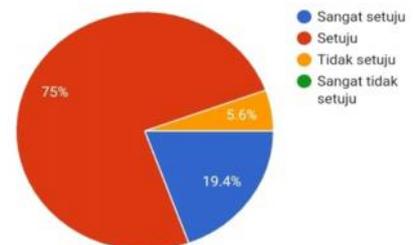
3. video yang dimuat di Instagram dapat meningkatkan kemampuan vocabulary.

36 responses



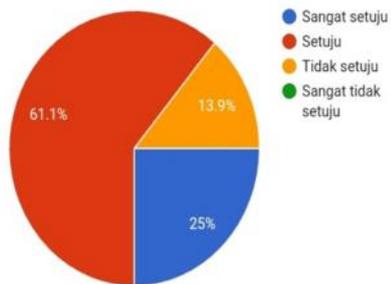
4. Instagram dapat mempengaruhi peningkatan pembelajaran Bahasa Inggris (vocabulary)

36 responses



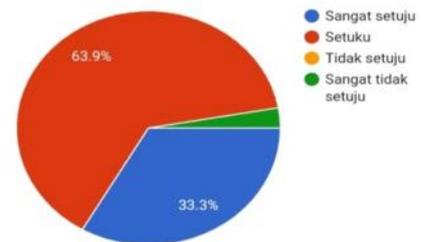
5. Follower mendapat banyak tips pembelajaran Bahasa Inggris (vocabulary) di akun pembelajara bahasa inggris di instagram.

36 responses



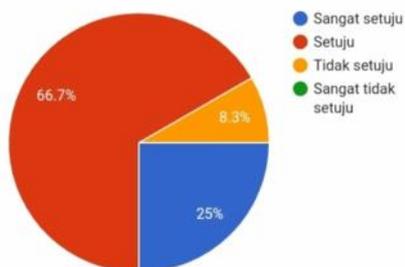
6. Belajar melalui video akun belajar bahasa inggris di Instagram membantu memahami materi bahasa inggris (vocabulary) dengan lebih baik.

36 responses



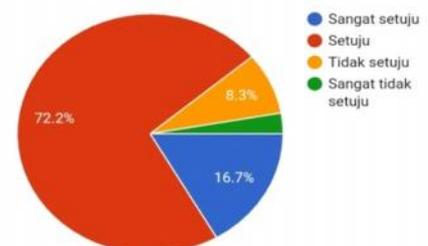
7. Belajar bahasa inggris (vocabulary) melalui Instagram sangat menyenangkan.

36 responses



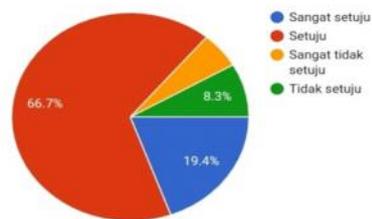
8. Pemakaian akun belajar bahasa inggris di Instagram sebagai media pembelajaran bahasa Inggris (vocabulary).

36 responses



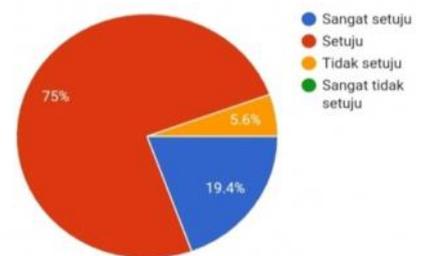
9. Video yang di unggah di akun pembelajaran bahasa Inggris di Instagram mampu mengatasi rasa bosan dalam belajar

36 responses



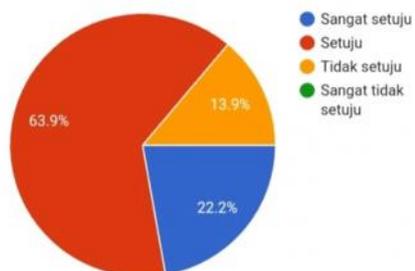
10. Instagram memberi manfaat terhadap vocabulary (kosakata)mu

36 responses



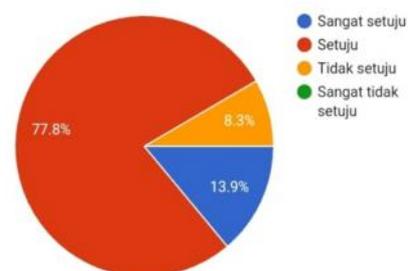
11. Akun bahasa Inggris berpengaruh terhadap vocabulary (kosa kata).

36 responses



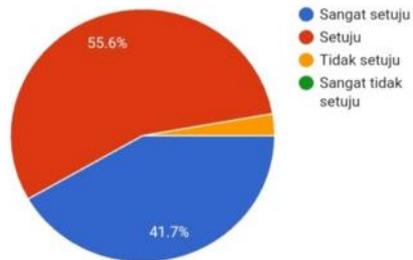
12. Vocabulary (kosakata) di Instagram mudah di pahami.

36 responses



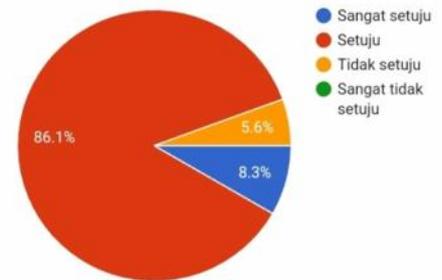
13. Saya menemukan vocabulary(kosakata) baru ketika melihat video atau foto di Instagram.

36 responses



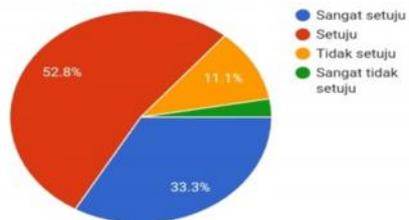
14. Saya mengingat vocabulary (kosa kata) baru di Instagram.

36 responses



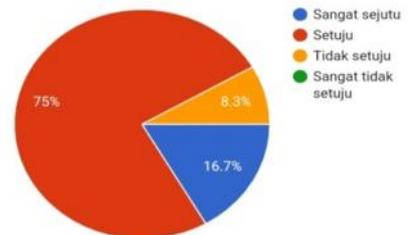
15. Saya tertarik mengikuti lebih dari satu akun edukasi seperti jago bahasa, gurukumr.d dan sebagainya karena dapat membantun mengetahui pembelajaran bahasa Inggris (vocabulary).

36 responses



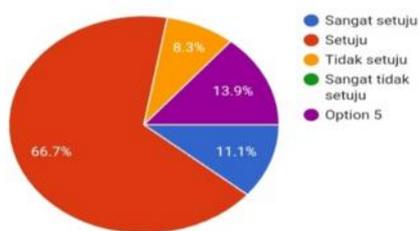
16. Caption di akun pembelajaran bahasa Inggris di Instagram dapat berpengaruh terhadap vocabulary (kosakata) saya.

36 responses



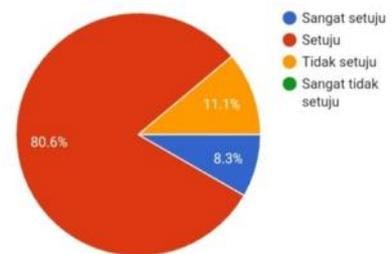
17. Vocabulary (kosakata) langsung dapat mempraktikkannya di kehidupan sehari-hari setelah menonton video,story di Instagram.

36 responses



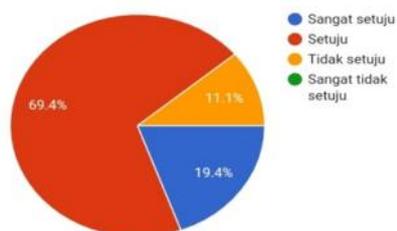
18. Instagram sangat mendukung pembelajaran vocabulary (kosakata).

36 responses



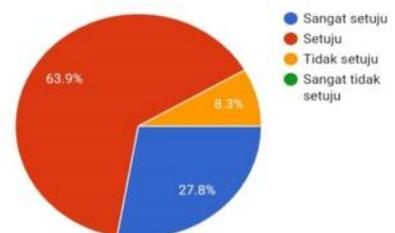
19. Menonton video di akun pembelajaran bahasa Inggris (kosakata) di instagram bisa berpengaruh terhadap vocabulary (kosakata)

36 responses



20. Topik di akun pembelajaran bahasa Inggris (vocabulary) di Instagram sangat menarik dan tidak membosankan.

36 responses



Documentations

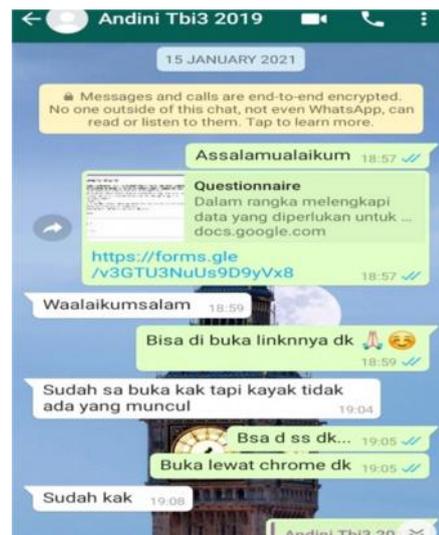






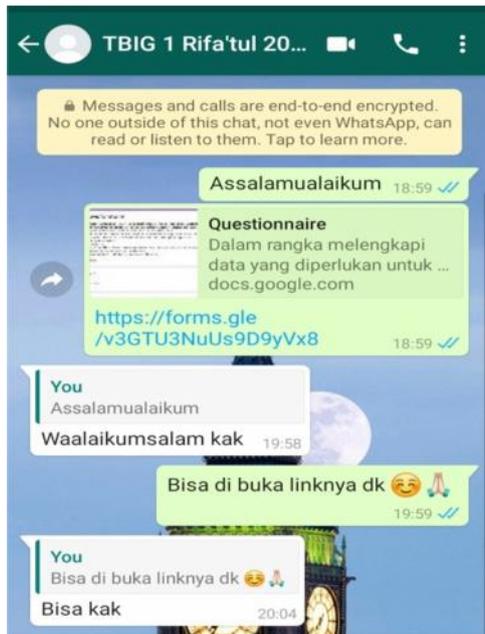












X20	Pearson Correlation	.383*	.336*	.323	.311	.415*	.567*	.531*	.477*	.830*	.408*	.732*	.376*	.382*	.369*	.593*	.437*	.425*	.578*	.573*	1	.792*
	Sig. (2-tailed)	.023	.048	.059	.069	.013	.000	.001	.004	.000	.015	.000	.026	.023	.029	.000	.009	.011	.000	.000		.000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X	Pearson Correlation	.617*	.595*	.427*	.468*	.671*	.839*	.625*	.737*	.699*	.681*	.806*	.668*	.517*	.676*	.753*	.494*	.524*	.634*	.641*	.792*	1
	Sig. (2-tailed)	.000	.000	.010	.005	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.003	.001	.000	.000	.000	.000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Berdasarkan nilai Sig tiap indicator terhadap total indicator bahwa nilai Sig di bawah 0,05 sehingga item valid

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	35	2.00	4.00	3.2000	.47279
X2	35	1.00	4.00	2.8857	.71831
X3	35	3.00	4.00	3.2000	.40584
X4	35	2.00	4.00	3.1714	.45282
X5	35	2.00	4.00	3.1143	.63113
X6	35	1.00	4.00	3.2857	.62174
X7	35	2.00	4.00	3.2000	.53137
X8	35	1.00	4.00	3.0571	.59125
X9	35	1.00	4.00	3.0000	.72761
X10	35	2.00	4.00	3.1429	.49366
X11	35	2.00	4.00	3.0571	.59125
X12	35	2.00	4.00	3.0571	.48159
X13	35	2.00	4.00	3.4000	.55307
X14	35	2.00	4.00	3.0286	.38239
X15	35	1.00	4.00	3.1714	.74698
X16	35	2.00	4.00	3.0857	.50709
X17	35	2.00	4.00	3.1714	.56806
X18	35	2.00	4.00	2.9714	.45282
X19	35	2.00	4.00	3.0857	.56211
X20	35	2.00	4.00	3.2000	.58410
X	35	40.00	77.00	62.4857	7.22484
Valid N (listwise)	35				



PENGAJUAN JUDUL SKRIPSI

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Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VII
Alamat	: JL. TOMBOLOTUTU	HP	: 082187716856
Judul	:		

Judul I

THE EFFECT OF INSTAGRAM TO STUDENTS' VOCABULARY MASTERY

Judul II

THE USE ANIMATION SHORT MOVIE WITH TEXT FOR IMPROVING VOCABULARY STUDENTS'

Judul III

THE STUDENTS' INTEREST LEARNING VOCABULARY THROUGH YOUTUBE

Palu, 05 - Agustus 2019

Mahasiswa,

ALFU HABIBAH
NIM. 161160105

Telah disetujui penyusunan skripsi dengan catatan :

- More References of Using Instagram
- include what material in the sample.

Pembimbing I : Dr. Hj. Nur Asmawati, M.Hum

Pembimbing II : Fitriingsih, SS. S.Pd, M.Hum

a.n. Dekan

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 402 TAHUN 2019

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :

1. Dr. Hj. Nur Asmawati, M. Hum

2. Fitriingsih, S.Pd, M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Alfu Habibah

NIM : 16.1.16.0105

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE EFFECT INSTAGRAM TO STUDENTS' VACABULARY MASTERY

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 13 Agustus 2019
Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 197201262000031001

Tembusan :



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI

Nama : ALEU HABIBAH

NIM : 16.116.0105

SMT/Prodi/Kelas : TADRIS BAHASA INGGRIS

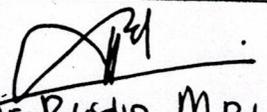
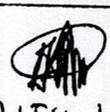
Alamat : Jl. Tombolotutu

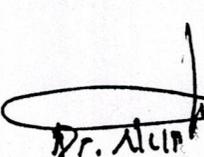
No. Tlp / HP : 0821 8721 6855

Pembimbing : I. Dr. Hj. Nur Asmawati, S.Ag., M.Hum
II. Fitriingsih, S.S., S.Pd., M.Hum

Judul : THE EFFECT OF USING INSTAGRAM ON THE
VOCABULARY MASTERY OF THE 2019 IAIN
PALU ENGLISH EDUCATION STUDENTS.

No.	Persyaratan	Cheklist (diisi oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII			
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparant warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
 (... FITRIINGSIH, S.S., S.Pd., M.HUM NIP. 1950622 201503 2002	 (... Dr. Rusdin M. Pd. NIP. 196812151995024004	 (... ALEU HABIBAH NIM. 16.116.0105
Catatan Dosen Pembimbing I/II :	Catatan Dosen Penasihat Akademik : <i>layak porsanya</i>	

Penguji : <u>Andi muh. Dakhlani, S.pd., M.Pd</u>	Persetujuan Ketua Prodi  Dr. Nur Asmawati, M. Hu (... 1979072620063 2012 NIP.
Hari/Tgl : <u>Rabu 09-12-2020</u>	
Waktu : <u>14.00</u>	
Tempat : <u>Ruang Rapat Ftk Lt. 2.</u>	



BUKU KONSULTASI

Pembimbingan Skripsi

Nama : ALFU HABIBAH
NIM : 16116 0105
Jurusan/Prodi : TADRIS BAHASA INGGRIS
Judul Skripsi : THE EFFECT OF INSTAGRAM
IN LEARNING VOCABULARY
STUDENTS' OF THIRD SEMESTER
IN IAIN PALU academic
Year 2020/2021

FAKULTAS TARBİYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI



NAMA : AIFu Habibah
NIM: 16.116.0105

JURUSAN : Tadris Bahasa Inggris
PEMBIMBING : I. Dr. Hj. Nur Asmawati, S.Ag., M.Hum
II. Fitriingsih, S.S., S.Pd., M.Hum

ALAMAT : Jl. Tombolotutu
NO. HP : 0821 8711 6846

JUDUL SKRIPSI

The Effect of Instagram in Learning
Vocabulary of Third Semester
Students' at Tadris departmen
in IAIN PAU academic year
2020 / 2021

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan di tambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : AIFU HABIBAH

NIM: 16.1.116.0105

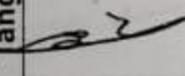
Jurusan.Prodi. : TAD RIS BAHASA INGGRIS

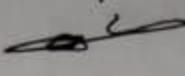
Judul Skripsi : The Effect of Instagram in Learning Vocabulary of Third Semester Students' at Tadris Department

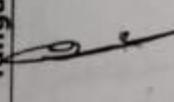
Pembimbing I : Dr. Hj. Nus Asmawati, S.Ag., M.Hum

Pembimbing II : Fitriingsih, S.S., S.Pd., M.Hum

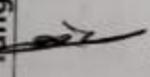
No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	25/09/2020 Jumat	I	- Pengertian Vocabulary - Fenomena social media - Data Pendukung Instagram	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2	29/09/2020 Tuesday	I	- Research problem menyesuaikan dengan judul - Research Objective menyesuaikan dengan judul	
3.	1/10/2020 Thursday	I	Format penulisan/ layout.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	2/10/2020 Friday	II	Cari grand theory tentang Vocabulary dan Grand theory Instagram berpengaruh terhadap Vocabulary	
5	6/10/2020 Tuesday	I II III	Tambahkan halaman per bait margin	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6.	6/11/2020 Wednesday	III	- Cari Criteria Vocabulary - Tambahkan Pengertian Survey.	
7.	5/11/2020 Thursday	III	Buat data collection procedure	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
8	6/11/2020 Friday	III	- Perbaiki narasi instrumen. - dan data analysis technique.	
9	10/11/2020 Tuesday		- Perbaiki narasi pengantar - Questionnaire - berikan judul - tambahkan poin identifikasi. - fashya.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
10	27/01/2021 Wednesday	I	- Perbaiki layout - narasi tabel	
11	4/02/2021 Thursday	II	- Tambahkan footnote di previous review	
12	5/02/2021 Friday	III	Perbaiki narasi di chapter III ubah ke past tense	
13	7/02/2021		Perbaiki Spasi Abstract	
14	8/02/2021 Sunday	II	Tambahkan gambar - gambar yang berkaitan dengan Instagram	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
15	09/02/2021 Tuesday	I II III	Perbaiki Footnote ke Footnote Elektrik.	
16	09/03/2021 Wednesday	I II	- Perbaiki outline - Footnote	
17	16/03/2021 Tuesday			
18	23/01/2020 Monday	I II III	Perbaiki Footnote.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
19.	24/11/2020 Tuesday	I	-Tambahan background.	
20	25/11/2020 Wednesday	III	Perbaiki Narasi (Data collection procedure).	
21	26/11/2020 Thursday	III	Perbaiki footnote reference From book.	
22	27/11/2020 Friday	II	Tambah reference.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
23	Kamis 18/13/2021 Thursday		- Change strips, to thesis (cover and approval sheet). Consider the Design of Survey not case study - Cover theory of the literature first.	

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : **Dr. Hj. Nur Asmawati, S.Ag., M.Hum**
 NIP : **19740726200032002**
 Pangkat/Golongan : **III/0 Penata Tk-1**
 Jabatan Akademik : **DOSEN**
 Sebagai : **CEKFOR**
 : Pembimbing I

2. Nama : **Fitriingsih, S.S., S.Pd., M.Hum**
 NIP : **198506222015032002**
 Pangkat/Golongan : **IIIc / Penata**
 Jabatan Akademik : **Dosen**
 Sebagai : **CEKFOR**
 : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : **ALFY HABIBAH**
 NIM : **16.1.16.0105**
 Jurusan : **TAORIS BAHASA INDONESIA**
 Judul :

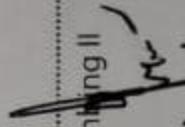
Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I



Dr. Hj. Nur Asmawati, S.Ag., M.Hum
 NIP. **19740726200032002**

Palu,
 Pembimbing II



Fitriingsih, S.S., S.Pd., M.Hum
 NIP. **198506222015032002**

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan



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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : ~~2062~~/In.13/F./PP.00.9/12/2020 Palu,01 Desember 2020
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing I)
2. Fitriingsih, S.S., S.Pd., M.Hum (Pembimbing II)
3. Andi Muh. Dakhlan, S.Pd.I, M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Alfu Habibah
NIM : 161160105
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : The Effect of Using Instagram on The Vocabulary Mastery of The 2019 IAIN Palu English Education Students

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 09 Desember 2020
Waktu : 14.00 Wita - Selesai
Tempat : Ruang Rapat FTIK Lt. 2 FTIK

Wassalam.



a.n. Bekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.

NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20 / 20

Pada hari ini Rabu, tanggal 9 bulan Desember tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Alfu Habibah
NIM : 161160105
Prodi : Tadrīs Bahasa Inggris (TBI -)
Judul Skripsi : The Effect of Using Instagram on The Vocabulary Mastery of The 2019 IAIN Palu English Education Students
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Fitriingsih, S.S., S.Pd., M.Hum
Penguji : Andi Muh. Dakhlan, S.Pd.I., M.Pd

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	DICKY HENDRIANAN	16.1.16.0097	IX / TBI		
2.	Nurwinda S. Adam	16.1.160100	IX / TBI		
3.	Musdalifah	16.1.160087	IX / TBI		
4.	FAOLIA M. SAID	16.1.160074	IX / TBI		
5.	Mutmainah	16.16.0090	IX / TBI		
6.	Ika Susani S. Peto	16.1.16.0086	IX / TBI		
7.	Fana Ruskana	16.1.16.0109	IX / TBI		
8.	MUH. ARIEF F	16.1.16.0104	IX / TBI		

Palu, 10 December 2020

Pembimbing I,

Pembimbing II,

Penguji,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum. Fitriingsih, S.S., S.Pd., M.Hum
NIP. 19740726 200003 2002 NIP. 19850622 201503 2002

Andi Muh. Dakhlan
NIP. 19810527 20030310

Mengetahui
a.n. Dekan
Ketua Prodi TBI

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 9 bulan Desember tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Alfu Habibah
NIM : 161160105
Prodi : **Tadris Bahasa Inggris (TBI -)**
Judul Skripsi : The Effect of Using Instagram on The Vocabulary Mastery of The 2019 IAIN Palu English Education Students
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Fitriningsih, S.S., S.Pd., M.Hum
Penguji : Andi Muh. Dakhlan, S.Pd.I., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN		Choose verified account as the object of
3.	METODOLOGI		research.
4.	PENGUASAAN		- Focus on Vocabulary and
5.	JUMLAH	340	(sions account.
6.	NILAI RATA-RATA	85	

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 10 December 2020

Pembimbing II,

Fitriningsih, S.S., S.Pd., M.Hum
NIP. 19850622 201503 200 2

Range Penilaian:

A : 85 - 100
A⁺ : 80 - 84
B⁺ : 75 - 79
B : 70 - 74



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 9 bulan Desember tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Alfu Habibah
NIM : 161160105
Prodi : **Tadris Bahasa Inggris (TBI -)**
Judul Skripsi : **The Effect of Using Instagram on The Vocabulary Mastery of The 2019 IAIN Palu English Education Students**
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Fitriningsih, S.S., S.Pd., M.Hum
Penguji : Andi Muh. Dakhlan, S.Pd.I., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	80	
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	80	
4.	PENGUASAAN	83	
5.	JUMLAH		
6.	NILAI RATA-RATA		

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 10 December 2020

Pembimbing I,

Dr. Hj. Nur Asmawati, M.H.
NIP. 19740726 200003 2 002

Range Penilaian:

A : 85 - 100
A⁻ : 80 - 84
B⁺ : 75 - 79
B : 70 - 74



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website : www.iainpalu.ac.id. email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 9 bulan Desember tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Alfu Habibah
NIM : 161160105
Prodi : **Tadris Bahasa Inggris (TBI -)**
Judul Skripsi : The Effect of Using Instagram on The Vocabulary Mastery of The 2019 IAIN Palu English Education Students
Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Pembimbing II : Fitriingsih, S.S., S.Pd., M.Hum
Penguji : Andi Muh. Dakhlan, S.Pd.I., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	80	
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	80	
4.	PENGUASAAN	80	
5.	JUMLAH	240	
6.	NILAI RATA-RATA	80	

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 10 Desember 2020

Penguji,

A. M. Dakhlan
NIP. 19810527 201503 1002

Range Penilaian:

A : 85 - 100
A⁻ : 80 - 84
B⁺ : 75 - 79
B : 70 - 74

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out/Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembanding umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

KARTU SEMINAR PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA
T.T.I
NIM.
JURUSAN
ALAMAT



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEHIDUPAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

FOTOC 3 X 4

NAMA: ALFU HABIBAH
NIM: 16.116.0105
JURUSAN: Tadris Bahasa Inggris

NO.	HARI/ANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	senin 28/10/2019	RPUT NURYANTI	Teaching speaking through Fish bowl strategy to the eleventh grade students of MAN 1 PALU	1. Drs. Muhammad Ihsan, M.Ag 2. Anaktaliana S.Pd., M.Pd	
2	senin 28/10/2019	Musyahida	Penerapan media bahan alam untuk meningkatkan keterampilan berpikir kritis siswa di PAU STAIN	1. Dra. Retolhan, M.Pd.1 2. Dr. Kusnanti , M.Pd.1	
3	senin 28/10/2019	ISTIQQOMAH	Improving Students Vocabulary Through Mining Games at the Fourth of SDIT Bina Anat Bangsa	1. Dr. Hj. Nur Anwarati, S.Ag., M.Hum 2. Hikmah Darma (c), M.Ed	
4	Kamis 21/11/2019	Farida	Improving students' pronunciation of English vowel sounds by using short conversation to the seventh grade students of SMP Negeri 1 Sinder	1. Drs. Muhammad Ihsan, M.Ag 2. Anaktaliana S.Pd., M.Hum	
5	Selasa 09/12/2019	Jusriani	Developing skill writing recount text of grade VIII students of SMPN 1 Damsel through free writing	1. Drs. Muh Ihsan, M.Ag 2. Anaktaliana S.Pd., M.Pd	
6	Jumat 20/12/2019	Hustiani	The effect of anxiety toward students' learning motivation of the eleventh grade at SMA 4 PALU	1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd 2. Yuni Amelia S.Pd., M.Pd	
7	senin 13/06/2020	Lufng	Improving students' Reading Skill by using SQAR method For senior High school	1. Dr. Hj. Nur Anwarati, S.Ag., M.Hum 2. Fitriani, S.S., S.Pd., M.Hum	
8	senin 13/07/2020	Ismia Inafiah.	Teaching Present continuous tense through whole brain method to second grade of SMPN 3 PALU	1. H. Mardin, S.Sos., M. Com, Ph.D 2. Anaktaliana S.Pd., M.Hum	
9	senin 24/08/2020	Affixyart T.	Improving the students' pronunciation through Phonemes game at the eighth grade of MTs Al-Hikmah Buloari	1. Drs. Muhammad Ihsan, M.Ag. 2. Fitriani, S.S., S.Pd., M.Hum	
10	Selasa 1/09/2020	Ahmad Fandi	Developing english speaking skill by utilizing online application at grade XI SMA 1 Lataea	1. Prof. H. Mardin S.Sos., M. Com, Ph.D 2. Khaerudin Yusuf, S.Pd.1, M.Phil	

Catatan: Kartu ini merujuk akan persyaratan: untuk mendapatkan skripsi: menenpuh ujian skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460796 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 325 / In.13/F.I/PP.00.9/12/2020
Lampiran : -
Hal : **Izin Penelitian Untuk
Menyusun Skripsi**

Palu, 10 Desember 2020

Yth. Ketua Jurusan Tadris Bahasa Inggris (TBIG)

Di
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Alfu Habibah
NIM : 16.1.16.0105
Tempat Tanggal Lahir : Palu, 09 Februari 1997
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jln. Tombolotufu
Judul Skripsi : THE EFFECT OF USING INSTAGRAM ON THE
VOCABULARY MASTERY OF THE 2019 IAIN PALU ENGLISH
EDUCATION STUDENTS
No. HP : 0821 8771 6856

Dosen Pembimbing :

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum
2. Fitriingsih, S.s., S.Pd., M.Hum

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Jurusan Program Studi Tadris Bahasa Inggris IAIN Palu

Demikian, atas perkenannya diucapkan terima kasih.



Assalam,

Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 197201262000031001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.

SURAT KETERANGAN

Yang bertanda tangan dibawah ini :

Nama : Rasmi, S.Pd.,M.Pd
NIP : 19860624 201903 2 011
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Menerangkan bahwa:

Nama : Alfu Habibah
NIM : 16 1 16 0105
Jurusan / Kelas : Tadris Bahasa Inggris (TBI 4.)
Semester : IX
No. HP : 0821 8771 6856

Telah melaksanakan penelitian pada Prodi Tadris Bahasa Inggris pada tanggal 14 Januari 2021 s/d 20 January 2021 dengan judul :

"The Effect of Instagram in Learning Vocabulary of Third Semester student's at English Tadris Department in IAIN Palu Academic Year 2020/2021 .

Demikian Surat Keterangan ini dibuat untuk digunakan sebagai mana mestinya.

Palu, April 2021



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 217 TAHUN 2021

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :

- | | | |
|--------------------------|---|---|
| 1. Ketua Tim Penguji | : | Hikmatur Rahma, Lc., M.Ed |
| 2. Penguji Utama I | : | Prof. H. Nurdin, S.Pd., S.Sos., M.Com, Ph.D |
| 3. Penguji Utama II | : | Andi Muh. Dakhalan, S.Pd.I., M.Pd |
| 4. Pembimbing/Penguji I | : | Dr. Hj. Nur Asmawati, S.Ag., M.Hum |
| 5. Pembimbing/Penguji II | : | Fitriningsih, S.S., S.Pd., M.Hum |

untuk menguji Skripsi Mahasiswa

Nama : Alfu Habibah
NIM : 16.1.16.0105
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF INSTAGRAM IN LEARNING VOCABULARY OF THIRD SEMESTER STUDENT'S AT ENGLISH TADRIS DEPARTEMEN IN IAIN PALU ACADEMIC YEAR 2020/2021

- KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA 1001 Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditandatangani di : Palu
Pada Tanggal : 6 April 2021
Dekan,


Dr. Hamlan, M.Ag
NIP. 196906061998031002

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu

CURICULUM VITAE

Researcher Identity

Name : Alfu Habibah
Date of birth : Palu, 09 February 1997
Gender : Female
Religion : Islam
Department : English Tadris Department
Faculty : Tarbiyah and Teacher Training Faculty
Nim : 16.1.16.0105
Email : alfuhabibah21@gmail.com
Address : jl. Tombolotutu



Parents identity

Father : Suparman (alm)
Address : -
Religion : Islam
Occupation : Pension

Mother : Uswati Afifah S.Pd.I
Address : jl.Tombolotutu
Religion : Islam
Occupation : Civil servants

Educational

1. Tk Al-Khairat
2. Mi Al-haq Palu
3. Mtsn Model Palu
4. Smk Muh Parigi Tengah

Talent
Make up