

**STUDENTS' PERCEPTION TOWARDS THE USE OF INSTAGRAM
CAROUSEL CONTENT IN LEARNING ENGLISH VOCABULARY IN
THIRD SEMESTER AT UIN RADEN MAS SAID SURAKARTA IN
ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*



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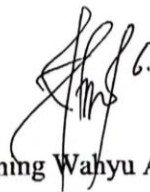
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Wassalamualaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.
2. Prophet Muhammad who always giving me the best examples for doing anything.
3. My beloved parents, who always support me to finishing my thesis.
4. My advisor Mrs. Nuning Wahyu Astuti, M.TESOL., who give me advice and support in finishing my thesis.
5. Me. Thanks me!

MOTTO

“For all you who are striving for your dreams. You should believe in yourself and don’t let anyone bring you down, you know negativity not exist. It’s all about positivity. So, keep that on mind”

(Mark Lee of NCT)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Students’ Perception Towards the Use of Instagram Carousel Content in Learning English Vocabulary in Third Semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis would be useful for the next researcher of for readers in general.

Sukoharjo, 12th December 2023

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ABSTRACT

Wilda Hera Priskila, 2023. *“Students’ Perception Towards the use of Instagram Carousel Content in Learning English Vocabulary in Third Semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023.* Thesis. English Language Education, Culture and Language Faculty. Raden Mas Said State Islamic University of Surakarta.

This research focuses on students' perceptions of vocabulary mastery through Instagram carousel content. The aims of this research are: 1) To explore students' perceptions of their mastery of English vocabulary learning through Instagram carousel content. 2) To explore students' perceptions based on cognitive, affective and conative influences on learning to master English vocabulary through Instagram carousel content.

The method used in this research is a qualitative case study, to obtain information regarding the perceptions, actions and responses made by students in learning vocabulary using content uploaded using Instagram carousel content. The data collection technique used in this research is interviews and observation.

The results of this research 1) The use of Instagram carousel content is in accordance with the needs of students' learning styles in mastering English vocabulary, but there are aspects of vocabulary mastery that are less suitable when using Instagram carousel content 2) Based on cognitive, conative and affective effects, it can increase reading concentration and arouse students' interest in any uploaded learning content. Instagram allows students to study anywhere and at any time, the learning flexibility needed to study comfortably without coercion and Instagram is more accessible and affordable, students can easily access Instagram installed on their smartphones and the features are free.

Keywords: Instagram, learning content, vocabulary.

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a language in international communication is required by many learners to deliver thought and interact in a range of situations. It has also become a second language that is used in many countries, but English is a foreign language for Indonesian people. Vocabulary is the important element in learning English, it is the first step for the students if they want to achieve their goal in learning English skill. According to Hornby (2006), vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Nurhayati and Yuwartatik (2016) state that vocabulary learning was the process of getting a new word, understanding the word, and using the word in right context. Meanwhile, Schmitt (2000) define, vocabulary is essentially the words consist of sequence of letters that can represent one meaning through many words. It is believed that without sufficient vocabularied students may not understand the expression or ideas.

English vocabulary as one of the language skill elements has an important role for learners in learning foreign languages. According to Brown (1994), vocabulary is one important aspect of learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding. It might indeed be impossible to learn a language without mastering vocabulary. Decarrico (2002) in Celce-Murcia (2003: 185) in Fauziati (2010: 61) states that “vocabulary learning is a central to language acquisition whether the languages is first, second, or foreign”. Without

a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. It also means that teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary.

Learning process not only accessible in the classroom but also accessible in other situation and condition. The learning process can be modified and facilitated by many innovations and technologies that has influenced the learning process is social media. There are several popular social websites that have massive users such as Instagram. In recent years, there are many Instagram users created English learning account. English learning accounts is an Instagram account that providing the English material through photos to improve vocabulary. The students can use social media as the source for their studies and practice their skills.

Vocabulary learning through social media has been broadly adopted by the educationist in numerous fields. Students do not have the opportunity to enhance their vocabulary skills because of the limited time in the learning. (Nation 2005) have stated that although the teachers can teach the students individual words distinctively but wilfully teaching the students vocabulary is one of the least effective ways of developing the learners' vocabulary knowledge. This is one of the reasons which make both the language teachers and the researchers to look for a different way as a method of teaching vocabulary.

In recent years, Instagram is one of the most favourite applications for social media users. Napoleon Cat's repost show that there were 94 541 900 users in Indonesia in January 2023. The majority of them are people aged 18 to 24 years

making up the largest user group. Ellison (2017) stated that Instagram which first appeared in 2010, was launched as a photo sharing platform and over the time other new features such as video, texting, and story sharing have been added which contributed to its greatly. Students used Instagram as social media which is frequently used. It has a lot of features users can use, for example post individual images or videos with a description on the profile. Furthermore, students can learn with updating status, read a timeline, posting some videos and photos. In this case, it is certain vocabulary that is understood more diverse. So, unconsciously they will learn through their own habit. Learning may occur consciously or without conscious awareness. Therefore, the researcher is interested to acknowledge the students' interest in learning vocabulary.

Using Instagram in the learning process can be an alternative, especially in learning English vocabulary. Mastery of vocabulary in learning English is the main foundation that must be possessed. There's a lot of vocabulary in English that there needs to be an effective way for students to master it effectively and precisely. If students are learning English vocabulary, Instagram can help them improve their mastery of English vocabulary. Ferlazzo (2014) state that, teenage students tend to like things that are virtual, digital, and interesting. Online learning via social media, in this case Instagram, is more suitable for students because the students can access 24 hours a day without stopping. The focus of learning English vocabulary through Instagram is not only on language structure but, also on helping students use English in different and specific situations. Therefore, English learners will find learning and improving their skills through Instagram

interesting. Technology allows students to explore how to use language. This means that English learners not only have knowledge of English but also know how to use that knowledge accurately, meaningfully, precisely, and creatively.

In addition, Instagram students can easily find content creators that provide English learning such as grammar, vocabulary, tips and tricks to improve English skills and many more. The content provided are very useful as instructional materials of English and also gives the students a chance to find the material needed that they might not get inside the class. Instagram can provide online resources that are very useful for improving independent learners' language skills. Instagram provides interesting contents such as a new vocabularies' that are rarely used daily. The content creators usually upload English material about vocabulary using the Instagram carousel content. An Instagram carousel content is also known as multiple-picture posting. This type content consists of 10 photos or videos that followers can swipe through. Moreover, Instagram gives advantages such as information resource, easy to access, and also supporting learning process the learners may find any instructional materials they need on Instagram it can help learners in providing resources that can be accessed by the learners anytime and anywhere.

From the interviews and observation with several English education students, in mid-December, the researcher found that the students' difficulties in learning vocabulary when reading English texts, students felt difficulty with words that not all students understood English well, made students curious about the meaning of these words. Through translating these words, students know the meaning of

words in that language and can apply them in everyday life. Based on interviews and observations by researcher, students generally use social media to get information, communicate with friends and spend a lot of their time playing social media. In learning vocabulary, it turns out that they are more interested in using social media, one of which is Instagram with carousel content.

Based on the explanation above, the researcher found that students' difficulty in understanding vocabulary from conversational approach. Students use Instagram as a supporting media in learning vocabulary. Instagram is used to provide material then students view posts from English learning content accounts to increase vocabulary and gain active learning. Based on the explanation above, the researcher wants to know: Instagram as a medium to improve students' ability to learn vocabulary. Instagram allows students to study in anywhere and at anytime, flexibility make learning be comfortable without coercion. As English learning content attracts students to enjoy the learning process. Therefore, this research is worth to conduct.

Regarding this problem, the teaching media used by the students is an important one to be considered to know about the student's perceptions. Every student is different. So that each of them would have a different perception. According to Robbins (2003) perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. Because the perceptions have an important role in education, teachers have to accommodate the positive perceptions to the learners to improve their happiness which leads to the learners' desire and action in learning. The

learners' perception of a learning environment affects the way learners manage to work in the environment. The students have their own way of receiving information. It is possible for students to see the same thing from different points of view. This will influence students to create different perceptions. Students' perceptions of the use of Instagram carousel content in learning vocabulary may be different for each student. This could be due to aspects of their different backgrounds. Some students may think that using Instagram carousel content is a good, interesting, and flexible way of learning vocabulary. While some students may think that using Instagram carousel content is not a good thing, and less interesting.

Some researchers conduct studies on students' perception of the use social media in learning English such as Ulfa Azkiya in 2019 from Ar-Rainry State Islamic University Darussalam Banda Aceh. The title of her thesis is "*Students' Perception towards the Impact of English Learning Accounts on Instagram on Students' Vocabulary*". This study aimed to explore the students' attitude toward English language learning using Instagram and their Instagram exploration for vocabulary mastering. This study was conducted in the English Language Education Department of UIN Ar-Rainry Banda Aceh taking 5 students as the participants using semi-structured interviews. The results of this study are students believed that using Instagram accounts of English learning can support their vocabulary learning, learning vocabulary using Instagram gives them good experience of learning. The second study is conducted by Muhammad Sandy Al Fath in 2018 from the State Islamic Institute of Palangka Raya. The title of her

thesis is *“Investigating Gen Z Students’ Perceptions on The Use of Instagram To Improve Vocabulary”*. This study was aimed at knowing Gen Z students’ perception in using Instagram as their learning environment platform to improve their vocabulary. The total of sample were 9 students in MAN KOTA Palangka Raya. The instrument of collecting the data were used questionnaire, interview, and observation.. The result finding covered: Gen Z students were preferred using English video content to others media in Instagram. It was also found that Instagram was considered an interesting English vocabulary input.

To show the novelty between this research and previous research, researcher tried to compare various variables, research method, and results. This research discusses how students perceive learning vocabulary using social media. The novelty of this research is students’ vocabulary mastery using Instagram carousel content platform as a means of learning vocabulary. This research was first conducted at UIN Raden Mas Said Surakarta, especially for third semester English language education students. This research uses a qualitative method, with interviews used to obtain information and explanations regarding students’ perception of their mastery vocabulary by using Walgito (2010), Irwanto (2002), and Brewster (2003) theory, to analyze the effects of students on learning English vocabulary mastery through Instagram carousel content by using Notoatmodjo (2010) theory. To process the data obtained from the interviews, researchers used line by line coding.

Based on the different perceptions among the students, the researcher wants to analyze and observe their perceptions. It is crucial to know students' perception

toward the media that the students uses. Because perception is one aspect of psychological background that can have different results. Based on the statement above, the researcher intends to conduct a study with the title **“Students Perception Towards The Use of Instagram Carousel Content in Learning English Vocabulary in Third Semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023”**.

B. Identifications of the Problems

Based on the background of the study, the researcher can identify the following problems as follow:

1. Less interest in reading English text.
2. Study time is not enough.
3. Don't understand the meaning of the word.
4. Students are limited in mastering vocabulary.
5. Students' difficulty in understanding vocabulary from conversational approach.

C. Limitations of the Study

Considering the problems discussed in this study, the researcher limited some of the problem related to the research to make it more focused and efficient in conducting research. The limit of this study is only focus on students' perception and effects of students on learning English vocabulary mastery through Instagram carousel content. In analyzed the data, the researcher limited to only focused in visual perception used Walgito (2010) theory and

used Notoatmodjo (2010) theory to analyze the effects of students on learning English vocabulary mastery through Instagram carousel content. The researchers limited it to female subjects only because it met the criteria, and based on the results of interviews in January 2023 that male students chose games rather than scrolling social media. This study also limited on ten the third semester female students' faculty of cultures and languages of UIN Raden Mas Said Surakarta in academic year 2022/2023.

D. Formulations of the Problems

Based on the background of the study above, the research problems are:

1. What are the students' perceptions towards the use of Instagram carousel content in learning English vocabulary in third semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023?
2. What are the affects of students on learning English vocabulary through Instagram carousel content in third semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023?

E. Objectives of the Study

Based on the statement of the researcher above, the aim of the study are:

1. To describe the students' perceptions towards the use of Instagram carousel content in learning vocabulary.
2. To describe the affects of the use of Instagram carousel content in learning English vocabulary.

F. Benefits of the Study

The benefits of the study are:

1. Theoretical Benefits

This research can be used as a reference for those who want to do research on techniques to increase students' vocabulary knowledge. Through this research, it can then be used to prove that visual media can be applied in vocabulary learning to increase students' vocabulary knowledge using an application that is popular among students, namely Instagram have a positive impact on students.

2. Practical Benefit

For Teachers. This research can enable teacher to design appropriate materials and activities in teaching of vocabulary that varied through the usage of visual media, the problem that were found during the process of learning English vocabulary could be overcome. So, it can make easy for English teacher in the teaching and learning process, especially in vocabulary aspect.

For Students. The research will useful for students, it is can develop and apply students' learning problems in learning vocabulary. They were able to learn with fun and easy to understand objects that studied by using visual media.

For Other researchers. This research is expected to be one of the references for the next researcher in conducting a research in teaching vocabulary for students.

G. Definition of the Key Terms

There some definition of term in this research, it used to avoid possible misunderstanding or misinterpretation about the variables are involved in this study:

1. Students' Perception

Theory Robbins (2003) stated that, perception is an impression gained by individuals through the five senses then it is analysed (organized), interpreted and evaluated, so the individual gain meaning. Robbins's opinion more complete than the opinions before, because there is evaluation or assessment aspect toward the object of perception. Students perception can be defined as respondents' opinion, whether positive or negative, towards learning vocabulary through Instagram carousel content.

2. Vocabulary

Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to Hornby (2006), vocabulary learning was the process of getting a new word, understanding the word, and using the word in the right context. Vocabulary learning in this research is the way of learning vocabulary and how student get information about vocabulary.

3. Instagram

Instagram is a Social Networking Service (SNS) that allows users to create a public profile, which can also connect to other users' profiles, view their profiles and connect with users on the sites and events together in their

daily life (Boyd & Ellison, 2007). Instagram has many features, one of which is the focus of this research is the feature of posting photos, which can be one to ten photos that can be swiped or what is called the Instagram carousel feature and English learning content accounts often use this feature for learning materials.

4. English Learning Content

Various content on Instagram encourage the students in English language learning. In this study, English learning content is the contents provided by Instagram account which followed by students, for example Instagram accounts of @jagobahasocom, @gurukumrd, @englishvit, @kampunginggrislc, and @englishnesia. the owner of those accounts posts some photos and videos about English language learning material.

5. Carousel

Instagram carousel posts a swipeable collection of up to ten photos or videos. Jubilee Enterprise (2021) notes that a carousel is multiple photos created for one post. How to organize photos using a carousel helps content creators to group together the same content in one post. This feature is a fun and compact way to break up content, with each picture or videos explaining the next step. Striking the perfect carousel balance that makes you want to swipe the entire way through.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Background

1. Perception

a. Definition Perception

There are many definitions about perception. According to Robbins and Judge (2013) perception can be defined as a process which individuals organize and interpret their sensory impressions in order to give a meaning to their environment. Robbins also state that perception is defined as conscious mental processes of observing, viewing, responding, and understanding in which someone give a meaning on the stimulus he receives. Perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological processes to bring out perception. In addition, Wibowo (2013) state that, perception is a process that allows us to organize information and interpret impressions of the surrounding environment. Thus, it can also be said that perception is the result of one's mind from a particular situation. In a nutshell, perception is a way of interpreting information using human's senses. When there is an object, people use their senses and brain to observe it, and then the information is interpreted as the meaning and cause people to respond to it in a good or bad way.

According to Unumeri (2009), the perception is defined in accordance with the opinions and views of someone. Perception is what

people opinion in their brains. If they think positive, their perception of something will be positive. And then if they have negative thinking, their perception also will be negative. From the definition above, the researcher concluded that perception is people's opinion based on their opinion. Perception indicators discussed in research Hasnidar (2020), there are acceptance, understanding, evaluation, assessment, and absorption of stimuli or objects from outside the individual. Through these five indicators it can be understood that the perception of something is based on one's understanding to be able to accept something. Like students' perception, students must accept and understand the information provided so that teachers can see the success of the learning process in class.

Students perception is the process of students obtaining information so they can interpret the value of an object. With the existence of students' perceptions, students can provide views on the events they experience. In the learning process, students' perception greatly influence how the learning process takes place. Students can understand and interpret the learning process based on their respective perceptions. Sibarani (2019), explains that student perception is the students' point of view in interpreting the learning process in class. Thus, students will produce suggestions and opinions as their growth process. The success of learning process is influenced by students' understanding. Students will have a good understanding if they can form a positive student perception. Student-centered learning requires the teacher to become a facilitator during the learning process. According to

Layali & Al-Shlowiy (2020), teacher can entrust responsibility to students so that they interact and exchange information with each other. This will make the level of students' critical thinking.

Thus, all the definitions commonly define perception is the response of the representation or the impression about an object that is obtained by the individual through the five senses, then organized, interpreted, and evaluated, so gained the meaning about object, while the object of perception in this study is students third semester.

b. Factors Influencing Perception

Each individual will undoubtedly be different in providing a response or perception of an object because a person's view is influenced by his insight, experience, and knowledge of an object that is faced. According to Robbins and Judge (2013), there are three factors that influence perception, namely: (1) perceiver, a person giving the perception, (2) target, person or object that is the target of the perception, and (3) situation, the state when the perception is made.

There were three factors that could influenced a perception, as follow:

1) Perceiver

The perceiver's or students experience, need, and emotions can influenced his or her perception on the target. When a person is looking at the target and trying to interpret what he or she sees, the interpretation is strongly influenced by the characteristics of the person

which involve the attitude, personality, motivation, interest, experience, and expectations.

2) Target

The characteristics of target also influenced what is perceived. Loud people are more likely to be noticed in a group than quiet ones. The relationship between the target and background also influences the perception because the targets are not looked at in isolation.

3) Situation

According to Robbins and Judge (2013), every perception occurs in some situational context, and this context can influence what one perceives. The factors in the situation that influence perception involve the time, work setting, and social setting. One of the most important effects that the situation can make is adding information about the target.

The factors influencing perception can be categorized as factors in the perceiver, target, and situation. The factors must know how to differentiate between negative and positive attitudes in all cases besides figuring out the targets based on the personality traits and preparing a rapport based on them. Perception plays an important role in a professional environment. This influences a person's behaviour and influences a person's perception of the world.

Based on the explanation above, the researcher understood the classification of the factors influencing perception clearly. It can be

used to know the factors influenced perception that are used by students. Thus, it also can be used know the types of perception.

c. Form of Perception

This is the ability to recognize objects in particular from within certain environment. According to Walgito (2010), the forms of perception are the sense of hearing, perception through the sense smell, perception of the sense of taste, and perception through the skin or taste:

1) Visual Perception

Visual perception from the sense of sight, namely the eyes. This perception is the earliest perception developed in infants and influences infants and toddlers to understand their world. Visual perception is the result of what we see, either before we see or still imagine and after doing it on the intended object. Visual perception of sight is the most important thing. Perception occurs because of the simulation received by the five senses, namely the eyes, and then forwarded to the brain to be perceived as understanding.

2) Auditory Perception

Auditory perception results from hearing the ear, as a tool for hearing that is able to receive sound and the it is passed on to the brain to become an interpretation. Auditory perception is a perception obtained from the sense of hearing, namely the ear. Someone can perceive something from what he hears.

3) Tactile Perception

The perception of touch is the skin, when the skin receives stimulation in the form of pressure, the nerve cells will try to find what is going on and interpret it into a perception that is produced through information processing in the mind.

4) Olfactory Perception

Olfactory perception is also called olfactory, namely the nose as a receiver for types of odors. The smell is often said to be the most primitive and most important sense.

5) Taste Perception

Taste perception is obtained from the tongue which has taste receptors as evidenced by the presence of taste buds.

This study uses visual perception, with the process visual perception allows humans to see their environment, organize visual input, and interpret what they eye see. The human visual system receives visual information from the surrounding environment and then processes it into nerve signals that produce visual perception. All of which can impact their ability to navigate the world and engage in important tasks like reading and writing. This kind of processing is useful when reading online or printed materials.

d. Types of Perception

There are many types of perception according to Irwanto (2002) there are positive perception and negative perception:

1.) Positive Perception

Positive perception is perception that describe all knowledge (know it or not), responses, and opinions that will be continued with the efforts to use it. Positive perception can arise due to various factors, such as past experiences, information received, or environmental influences. In other words, positive perceptions influence understanding a problem so that appropriate action can be taken. Views on positive perceptions can reflect problems that are by personality.

2.) Negative Perception

The negative perception also means that there is a negative response towards the target being perceived. Negative perception is a perception that describe all knowledge, responses, and opinions that are not in harmony with the object being perceived. This will be followed by passivity or resistance to and against the object being perceived. Negative perception can also affect emotions, such as fear, anxiety, or anger. Negative perceptions can arise due to various factors, such as past experiences, information received, or environmental influences. It is important to understand and overcome negative perception, so that they do not influence actions and relationships between individuals.

Furthermore, Irwanto (2002) stated that positive or negative perception also always affects an individual in doing an action. The presence of those positive or negative perceptions are influenced by how the way individual describes all their knowledge about an object being perceived.

e. Perception Effects

According to Notoatmodjo (2010), perceptual effects there are three dimensions of effect, namely cognitive, affective, and conative (behaviour).

1.) Cognitive Effects

Cognitive effects are results that appear to the communicant and are informative. Cognitive effects include increasing awareness, learning, and additional knowledge about an issue and information in considering or making decisions. One's knowledge can be influenced by cognitive effects, including learning activities, increased awareness, and additional knowledge. In terms of learning activities, a person can receive information, they can gain new knowledge, and broaden their understanding of a topic. In increasing awareness, individuals can obtain information that they awareness of it will increase. Furthermore, regarding additional knowledge, one can continue to develop their knowledge by obtaining new information regularly.

2.) Affective Effects

The effects of this affective is higher than the results, of the cognitive effects because this affective effect gives a strong influence to be able to get the influence of the senses, namely feelings. In addition to influencing feelings, affective effects also affect a person's emotions and attitudes. Affective effects can cause pleasure, anger, and excitement. Enjoyment is shown through effective

communication techniques with enthusiasm and by asking open questions about the information received. Furthermore, affective effects can arouse someone's enthusiasm to do something.

3.) Conative Effects

Conative effects are often called behavioural effects because these effects relate to a person's behaviour, actions, or activities after receiving a message. The conative effect aims to influence a person's behaviour and intention to do something in a certain way. Conative effects include increased awareness, learning, and additional knowledge.

Based on this explanation, it can be seen that there are three aspects or components that makeup perception, namely the cognitive component (components related to knowledge, views, and beliefs), affective components (components related to feelings of pleasure or displeasure) and conative components or behavioural components (components related to the tendency to act).

The researcher in this study aimed to explore students' perception of mastery English vocabulary through the Instagram carousel content in the third semester at UIN Raden Mas Said Surakarta in academic year of 2023 based on the conative aspects of each respondent.

2. Vocabulary

a. Definition of Vocabulary

According to Richards (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Harris and Hodges (2009) Vocabulary is a tool for communicating words that can be known by other people. So, it is concluded that this vocabulary is very influential in terms of peculiarities and vocabulary is the only key for students to acquire their skills. Meanwhile, Blachowiz and Fisher (2000) provide four main principles in guiding vocabulary instruction. (1) students can be active in developing their thoughts about the vocabulary being studied, (2) students be able to make their way of integrating vocabulary lessons, (3) students must share information sources to learn words through repeated exposures, Furthermore (4) students are advised to be creative in deepening their understanding of vocabulary and must be motivated to make a bridge between what they know and the vocabulary concept they are learning.

From the definition above, the researcher concludes that vocabulary is one of language aspects which can be defined as the words in a certain language. It is important to develop and must be partly focused on students' ability in a process of teaching language. Students will be difficult to speak,

read, write, and pronounce something and also to express the idea of feeling especially for the language learners.

b. Types of Vocabulary

According to Harmer (1991: 159), there are two types of vocabulary, namely active vocabulary and passive vocabulary.

1.) Active Vocabulary

Active vocabulary means the stock of words that a person uses in his speech or writing. It is used in oral or written expressions by students.

2.) Passive Vocabulary

Passive vocabulary means words that students recognize and understand. They occur in context or the student needs someone to say something that helps them remember the meaning of the word. It is found in listening or reading materials. They will find the meaning of words when they are actually in a text and will know the meaning of unknown words in the text. It can be understood that passive vocabulary is vocabulary whose meaning is only known by listening, reading, and memorizing. Meanwhile, active vocabulary is vocabulary whose meaning is not only known but can also be easily used in direct conversation.

c. The Importance of Vocabulary

Vocabulary learning is very important for people who learn English both as foreign language and as second language. It can be difficult to master a language without mastering or understanding some vocabulary.

Vocabulary is the first step that must be taught before teaching other aspects of the language. Tozcu and Coady (2004) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension proficiency, to which it is closely linked. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary as central to language. It means that vocabulary is basic in language used to communicate with others both first language or foreign language.

Vocabulary is the key to able to communicate and make sentences. What you have to do is increase the vocabulary so you can communicate properly because when you communicate it do not just produce information to the listener but also respond the other speaker, means you need to know meaning of the words that produce by the other speaker (Apriyanti & Ayu, 2020; Ayu, 2020; Mulyah & Aminatun, 2020). If students do not know a vocabulary, then the surely they cannot afford translate the meaning of words, then they can not respond it. Rich vocabulary helps people to understand and learn new words.

It must be realized that students' ability to read, written, listen, and speaking is conditioned by their vocabulary. In reading ability, vocabulary helps students understand the text. In writing, it helps them to expand their ideas based on their desired topic sentence. In listening, they perceive and understand what the other person is saying. In speaking ability, vocabulary facilitates learners to explain their ideas orally.

As the basic component of language, vocabulary is needed for the students who want to be successful in the language skills, Rahmayanti (2003:16) states “the more a student’s mastery of many vocabularies the more he succeeds in developing his language skill. Mastering a larger number of vocabularies is also making someone easier to study a certain language and get more information.

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 the form of words and can make language meaningful. To communicate effectively, the learners need an adequate mastery of vocabulary.

d. Vocabulary Mastery

Allen French (1983) and Rivers in Mofareh (2015) define vocabulary mastery as the great skill in processing words of a language. Vocabulary mastery means the students have the ability in understanding and using the vocabulary and know the meaning and the specificity of any individual’s vocabulary knowledge depends on the person and his motivation, desires and need for the words. It is an individual achievement and possession. In language learning, vocabulary takes place in building the language proficiency.

The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary they mastered. The richer the vocabulary that

can be mastered by the students, they will get the better skill that can be reached in using language. The students' vocabulary mastery is not only hope to know the words but also their meaning by those previous indicators which especially relates to vocabulary and sentences that re often or found on social media especially Instagram. The larger vocabulary the students master, the better they perform their language. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school.

According to Brewster (2003) aspects of vocabulary mastery are form, pronunciation, word meaning, and usage. Aspects of assessing vocabulary mastery that is emphasized in the form section include those relating to listening and repeating what is heard, listening to specific cosmological information, vowel, and consonant sounds, number of syllables, and patterns of sound stress. Pronunciation is the way in which a word or a language is spoken.

Word meaning is related to the meaning of vocabulary and its relationship with other vocabulary concepts. One of the things that determine a person is said to have mastered vocabulary is his ability to understand the meaning or meaning of vocabulary. Part of usage is focused on the use of related vocabulary. Usage is an indicator that complements the previous indicators.

If someone can pronounce and mention the meaning of a vocabulary but has not been able to arrange the vocabulary in the right way, then his

vocabulary mastery is still said to be lacking, because that's why usage is said to be a complementary indicators in vocabulary mastery. Based on the explanation above it can be concluded that aspects of English vocabulary mastery include form, pronunciation, word meaning, and usage which include reading and writing vocabulary, pronouncing vocabulary, interpreting vocabulary, and using vocabulary.

3. Instagram

a. Definition of Instagram

Akhiar, Mydin & Kasuma (2017) states that Instagram is a famous social media in this era. Instagram is a popular application for university students and among young people aged 19 to 25 years old. Alhabas & Ma (2017) revealed that Instagram allows the users to express themselves, as in writing a caption below the photos or videos, share information, interact with others, spend their free time, and even for entertainment. Seemingly, this trend attracted numerous users on global level, bridging entertainment and education. The students are familiar with Instagram as online social communities. Instagram is one of social networking platforms in which the students usually use it to share their personal information, such as uploading their photos or videos.

There are many features on Instagram. Ali (2014) said that the functions of Instagram include creating accounts, posting content (pictures or videos), applying filters, adding captions, tagging other users, adding locations, adding hashtags, liking content, adding comments, browsing and

following other accounts, checking feeds generated by followed accounts and exploring hashtags/users. Meanwhile according to Soviyah & Etikaningsih (2018) Instagram is not only for sharing photos and videos, but also to create community in any field, where the people involved may widen their networking as well as exchanging ideas, knowledge or information.

Instagram is impressive with its amazing features to support people's purposes related to daily needs and education. Moreover, Instagram can be used as learning media due to its supporting features, such as:

a. Photo Sharing

Photo sharing is how one shares information about themselves visually through photos they or others have taken (Meshi et al, 2015; Wang et al, 2018). According to Hu et al (2014) photo sharing can be shared directly on the user's personal Instagram feed, in Instagram stories, or to other users through direct messaging. For the purpose of this study, photo sharing is defined as posting photos directly on a user's personal Instagram feed.

b. Social

Instagram, like any other social network, is based on having friend or followers. A follower is a "friend" or partner on Instagram and could potentially see your posts in your feed. The other things people can do here are like photos or comment on them. Both are appreciated. People ask question in the comment, like "where was

this taken” or “when did you take that photo?” It’s currently a very friendly community. The more followers you have, the larger your audience.

c. The Community

People from anywhere can connect with anyone. Regardless of the location and region. The beauty of social media is that you can connect with anyone to learn and share your thoughts. When students are involved in a community they will try to make better move, in this case is their vocabulary.

d. An Education on our Shared Humanity

Social media has a lot of benefits for the students. It is very easy to education from others who are experts and professionals via social media Instagram. You can follow anyone to learn from him/her and enhance your knowledge about any field. Regardless of your location and education background you can educate yourself, without paying for it. Those features of Instagram are great opportunity to teach students vocabulary.



Figure 2. 1 Instagram Logo

From the explanation above it can be concluded, Instagram is teaching media refers to any process in which the learner uses a mobile phone or computer to improve foreign language competence. Instagram is innovative teaching medium in which there are features that help teachers deliver materials with great innovation and fun.

b. Definition Carousel

Instagram carousel posts a swipeable collection of up to ten photos or videos. Jubilee Enterprise (2021) notes that a carousel is multiple photos created for one post. How to organize photos using a carousel helps content creator to group together the same content in one post. This features is a fun and compact way to break up content, with each picture or videos explaining the next step. Striking the perfect carousel balance that makes you want to swipe entire way through

c. The Features and Tools of Instagram

Instagram is a photo and video sharing website and mobile application that allows users to upload, filters and share photos with followers and friends on Instagram and other social networking sites simultaneously. To keep users hooked, Instagram is always adding to its in-app offerings. There are several Instagram terms that will be find in using Instagram:

- 1) Profile, Instagram profile is detail about user information, either from users.

- 2) Home page Instagram homepage is main feed show a feed of photos and videos posted by the users and followers. The users can like, comment, or share the post in the feed.
- 3) Explore is the view of the most popular photos and video favoured from users. Instagram uses a secret algorithm for determine which photos or videos are included in the explore feed.
- 4) Instagram feed is a place where you can share and connect with the people and things you care about.
- 5) Filters Instagram are employ photoshop-style effects to your content the valuable idea of cultivating a cohesive aesthetic by touching up the lighting with the filters such as crema to make content look light and bright.
- 6) Story are quick, easy way to share moments and experiences. Use text, music, stickers and GIFs to bring your story to life.
- 7) Instagram Live is a feature that the users live stream, or broadcast video, during which users can comment in real time on what's happening.
- 8) Tag are used to attract more views for posts and Instagram stories. As a result, it helps to generate more likes, comments, and followers for the Instagram account.
- 9) Repost is features allows the users to repost someone else's story if they have been tagged in it and the original poster has enabled resharing.

- 10) Caption also known as a cut line, is text that appears below the image.
Most captions draw attention to something in the image that is not obvious, such as its relevance to the text.
- 11) Follow is represents a user who choose to see all of another users posts in their content feed.
- 12) Comment is someone posts a reply or response to other users post.
- 13) Like is an icon where users can love double tap pictures or videos on Instagram. The users can give the support for each other by giving like for another user post.
- 14) Mentions the features is to add user, how to add an arroba sign (@) and enter the Instagram account of the user.
- 15) Hastag is symbol marked fence (#), features fence this is very important because it is very easy users to find photos on Instagram with hastag certain.
- 16) Save one of the features that makes Instagram even more interesting is the Save features. With this feature, users can save posts that are interesting or useful to them so they can look back on them later.
- 17) Bio is the place where users can find ways to contact you, learn more about you, and see Instagram specific metrics. A properly constructed bio can help generate more followers and drive those users to your website.
- 18) Location is a features showing the location where users taking a picture and video. Although Instagram called services photo and video

sharing, but Instagram is also a social network because the users can interact with each other users.

19) Direct Messenger is messaging on Instagram allows the users to instantly connect with friends, individually or in groups, through chats, calls, and share posts you see in feeds and stories as a message.

d. The use of Instagram to Teach Students

Students can use Instagram as a media when learning English vocabulary. Instagram gives students access to thousands of photos every day and allows everyone to study individually, anywhere and anytime, as long as they have an internet connection. Instagram is developing not only as a social media but also as a learning media. So, it is a big responsibility for the teacher to always be up to date in using any media that can improve the learning process. This research also leads to the conclusion that social media is very effective in empowering teachers' creativity so that they don't only teach in the classroom. Instead of learning English vocabulary through carousel content on Instagram. Kamal (2019) states that Instagram is interesting mobile learning media to improve students' vocabulary of four factors namely; simplicity, accessibility, feeling of happiness, and students' vocabulary mastery achievement. Four factors above being the new pedagogical strategy for teaching, indeed modernity bring teenagers or students be more addicted with smartphone.

e. Carousel Content

Instagram carousel posts comprise a swipeable collection of up to ten photos or videos. This chronological feature is a fun and compact way to break up content, making it particularly amenable for book talks, tutorials (with each picture or video explaining the next step), or event highlights. Instagram carousel posts are one of the most effective types of content on Instagram because they provide the user with multiple perspective and different pieces of information all at once. The feature was first released on the app in 2017 and has since become a go-to tool for individuals, influencers, English learning content, and brands alike. Instagram carousel posts are collections of up to ten swipeable images or videos. Instagram users previously utilized the layout program grid for photo collages to combine one photo with another before learning about the Instagram carousel, but recently there has been a new feature for improved interaction with multi-photo carousel images.

This feature, which divides content into chronological order, is entertaining and succinct making it ideal for book discussion, tutorials (where each image or video explains the next step), or event highlights. In order to avoid overwhelming the audience and ensure that those who view and read the post don't skip it, the content creator usually limit it to around three to five photos. Regarding Instagram content management, this tool is very helpful for posting the material on Instagram, the account owner of such English learning content in Instagram wants to post some than one

photo materials (i.e, carousel content). However, this features can be added at any time. What makes a carousel different is that it allows the users to publish multiple photos or videos in the same post. Here is what they look like similar regular post, except tiny dots beneath the content to encourage users to swipe through. Carousel posts have the highest average engagement rate of all feed post type. If used appropriately and designed well, carousel can be an effective way to engage users and showcase content.

Based on the theory of Freeman and Anderson (2011), there are two main aspects that technology can use for language learning, namely:

1) Technology as a provider of teaching resources:

Technology no longer only provides authentic material resources for teachers but also provides students with greater access to learning the target language. As a result, technology allows learning to be done anywhere and at any time. In addition, learning materials can be customized by students so that they can choose topics according to their needs and goals in language learning. Language learning can be done through social interaction. Social interaction on social media helps students build on each other's knowledge and experiences. Social networks, including Instagram, provide features that allow students to interact within a community.

2) Technology as a provider of experiences to enhance learning:

Technology can also infinitely enhance the English language learning experience. The focus of learning English through Instagram

is not only on language structure but also on helping students use English in different and specific situations. Therefore, English learners will find learning and improving their skills through Instagram interesting. Technology allows students to explore how to use language. This means that English learners not only have knowledge of English but also know how to use that knowledge accurately, meaningfully, precisely, and creatively.

Based on the theory explained above, Instagram can be used for learning English. Therefore, the researcher identifies ways in which English Education Department students use Instagram carousel content to learn and improve their English vocabulary skills. In this research, the author focuses on students' vocabulary skills in learning to use Instagram carousel content to improve students' English vocabulary.

B. Previous Studies

There are five findings related to the students' perception towards the use of Instagram carousel content in learning English vocabulary. Would be presented by the researcher, they were:

The research about "Students Perception towards the impact of English Learning Account on Instagram on Students' Vocabulary" (qualitative analysis) was done by Ulfa Azkiya in 2019 from Ar-Rainry State Islamic University Darussalam Banda Aceh. This study aimed to explore the students' attitude toward English language learning using Instagram and their Instagram exploration for vocabulary mastering. This study was conducted in the English

language Education Department of UIN Ar-Rainry Banda Aceh taking five students as the participants using semi-structured interviews. The results of this study are students believed that using Instagram accounts of English learning can support their vocabulary learning, learning vocabulary using Instagram gives them good experience of learning. The similarity between Ulfa Azkiya and this research using Instagram in learning vocabulary. And the difference Ulfa Azkiya study about impact of English learning account on Instagram, this research about students' perception the use Instagram carousel content.

The second study was conducted by Apriliana Dwi Cahyaningsih in 2022 from the UIN Salatiga. The study with the title "Students' Perception on Learning English Vocabulary Via @kampunginggrism Instagram Account". This study presented the students perceive on learning English vocabulary via @kampunginggrism Instagram account and the ways students' vocabulary gets enhanced by @kampunginggrism Instagram account. Descriptive qualitative research is used in this study. The subject were six eight semester students of English Education Department at the UIN Salatiga was collected through observation, interview, and documentation. The research found that the use of @kampunginggrism Instagram account as a learning support media is very helpful, enjoyable, and easy manners for the students to improve students' vocabulary. The use of @kampunginggrism Instagram account is recommendable for other students to learn English vocabulary. The similarity between Apriliana Dwi Cahyaningsih and this research used an online media named Instagram as an alternative medium to teach and increase students'

vocabulary. And the difference Apriliana Dwi Cahyaningsih only focused in @kampuninggrism Instagram account and this research focuses on Instagram carousel content of English learning content that students' follow on Instagram.

The third study is conducted by Muetia Safitri in 2021 from the Syarif Hidayatullah State Islamic University Jakarta. The title of her thesis is "Students' Perception of the use of Social Media of Learning English". This research aimed to find out students' perception of social media use for English learning eighty-three students at SMA Al-Hasra in Depok. The data were gained from questionnaire and semi-structured interview. The participants taking part in this study are eleventh-grades students of science major consisting 83 students. This research used qualitative method. Besides, as social media provides a lot of English content, students can choose English content which they like anytime and anywhere. The situation creates a stress-free language environment for student to be comfortable and motivated to learn English outside school. Besides on the result, it can be concluded that students have a positive perception of employing social media to learn English. The similarity on this research is study about social media as media in learning English. And the differences is that the research focused on social media especially Instagram carousel content, and focused on learning English vocabulary.

The fourth is conducted by Verawati, Elih Sutisna Yanto, Wahyudi Fitriana in 2021 from Singaperbangsa Karawang University. This study presented "Students Perception in Instagram-Assisted Vocabulary Learning with Vocabulary Self-Control Strategy". The objective of this research was to

investigate senior high students' perception on learning survival vocabularies through Instagram-assisted vocabulary self-collection strategy. The study was conducted by using classroom action research as the research design. The participants of this study were the senior high school students majoring social program in Karawang. The instruments used in this study were semi-structure interview. The findings of this study found three main themes, there are; (1) Instagram-assisted Vocabulary Self-collection Strategy Enhance Students' Vocabulary, (2) Instagram-assisted Vocabulary Self-collection Strategy help Students' Comprehension on Vocabulary, (3) The Challenges of Vocabulary Self-collection Strategy in learning vocabulary. The similarity on this research is study about Instagram as media in learning vocabulary. And differences is that the research focused on students perception in learning vocabulary through Instagram carousel content, and this journal prefer on self-control strategy.

The fifth research about "The effectiveness of Instagram Filter to Improve Students Vocabulary" was conducted by Aisyah Noor Auly, Theresia Cicik, Faiza Hawa in 2019. This study presented how effective Instagram filter in enhancing students' vocabulary comprehension. This research is designed as quasi experiment which is held in one of senior high schools in Jepara. The findings reveal that IG filters is effectives and successful to be used as a media for teaching vocabulary and to improve students' comprehension in vocabulary. The average score was in good category (86.33). While the N-gain score was 58.72% which is categorized as quite effective. It means that Instagram filters is quite effective as a learning media. The similarity and this research is use an

online media named Instagram as an alternative medium to learning vocabulary and improve students' vocabulary. And the differences is that this research focused on Instagram carousel content and Aisyah Noor Auly, Theresia Cicik, Faiza Hawa focus in the effectiveness Instagram filter to improve students vocabulary.

According to the previous study, the researcher found out that the study has a similarity which is to know students' perception on the use of social media in learning English. However, there are some differences among this study with the previous related research. The first differences are the sample of students that are used. The second is the type of social media used by students. The preview study used all social media to conduct research, while this research focuses on one social media, namely Instagram carousel content, to further explore students perception of the use Instagram carousel content in learning vocabulary. Therefore, even though there are differences and similarities of the study, the researcher still uses all of the previous studies as a reference to guide her to do this research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of this research used a descriptive qualitative method. A descriptive qualitative research methods were used to examine question that can best way describing how participants in a study perceive and interpret various aspects of their environment. Based on Sugiyono (2010) qualitative research methods are research method that used to examine the condition of natural object and the result of research emphasize the meaning rather than generalization.

Qualitative method was chosen because this study aims at providing an insight into the case of students' perception towards the use of Instagram carousel content in learning vocabulary. A descriptive qualitative research refers to process-oriented methods use to understand, interpret, describe, and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning. According to Creswell (2012), qualitative method is characterized by some points such as; exploring a problem, developing a detailed understanding of a phenomena, collecting data based on words, analysing the data for description using text analysis from and interpreting the more significant meaning of the findings.

Therefore, this study has a qualitative purpose of discovering the students' perception towards the use of Instagram carousel content in learning vocabulary. The data of this research was collected by observation and

interview. The result of observation and interview. from the participant will be displayed descriptively to answer the research questions.

B. Research Setting

A research location is a place related to a research objective or problem and is a type of data source that can be utilized by researcher in choosing a location that involves determining units, sections, groups, and places where people are involved in activities or events that are will be researched. The location this research in UIN Raden Mas Said Surakarta, which is located on Jl. Pandawa, Dusun IV, Pucangan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57168. Because the researcher is a student at the university and quite understand the condition of the development of education in the area that is the research objective. The implementation is carried out in the second semester, from January to June 2023. The research timeline will be stated in the table below:

Table 3. 1 Research Schedule

No.	Activity	Month 2022-2023						
		Des	Jan	Aug	Sept	Oct	Nov	Dec
1.	Observation and Pre-research							
2.	Seminar on Proposal							
3.	Conducting the research							
4.	Analyzing data							
5.	Munaqosyah							

C. Research Subject

The subject in this research was the third semester English Education Department Students in Raden Mas Said State Islamic University of Surakarta in academic year 2022/2023. The researcher focused on 10 female students. Because in initial interviews conducted by researchers in January 2023 with 5 male English language education students regarding students' perceptions of whether they follow learning accounts on Instagram and whether they often interact with these learning accounts, the five male students did not meet the criteria that the researcher intended. Because compared to playing on social media, especially Instagram, the five students prefer games. So in this study the researchers only used female student subjects. The criteria taken are students who have used the Instagram account and follow English learning account on Instagram. The problem taken by this subject are based on direct interview and observation with students that there are still many students who have difficulty learning vocabulary in a conventional approach. Learning vocabulary is considered boring and so students have difficulty understanding new vocabulary. This can be seen from interviews with students.

Table 3. 2 Research Instrument

Name	Class	Gender	Age
NF	3E PBI	Female	19
FK	3C PBI	Female	19
ENL	3D PBI	Female	20
EAW	3B PBI	Female	19
FP	3E PBI	Female	19

AW	3F PBI	Female	19
AAM	3C PBI	Female	19
AF	3H PBI	Female	20
AKL	3D PBI	Female	19
AH	3B PBI	Female	19

D. Data and Data Sources

The data in this study will be in the form of descriptive qualitative data. The data in this study will be obtained from conducting interviews and observation with participants about students' perception of learning English vocabulary, difficulties in learning English vocabulary, and solution to overcome these difficulties. Arikunto (2010) state the source of data in the study in subject from which the data can be obtained. Data source is subject where data got. Data source is divided into:

1. Primary data source, primary data sources are data sources that provide information to research directly. In this study, the primary data sources was the results of third semester students interview at UIN Raden Mas Said Surakarta. The researcher focused on 10 students.
2. Secondary data source, the secondary data source is data obtained from supporting sources to clarify primary data source. Researcher use interview transcript and observation results to supporting sources. These results will be a factual source and support new findings.

E. Researcher Instrument

Arikunto (2010) revealed the instrument is a tool chosen and used by researchers in their activities to collect data so, that the activity becomes systematic and facilitated by it. Research instruments are measurements tools designed to obtain data on a topic of interest from research subject. In collecting data for this study, the researcher is the instrument for collecting the data. Because in qualitative research, the main tool or instrument for data collection is human, namely the researcher herself or others (Afrizal, 2015). In this study, researcher used interviews to collect the data. To collect data from sources information, the researcher as the main instrument needs an instrument of assistance. There are two types of instruments that researchers will use to help find data, namely:

1. Interview guideline

This contains a list of questions that will be asked to the subject research. It uses to capture research patterns that have the special nature of verbal interactions between researchers and respondents, which are initiated for a research purpose.

2. Recording device

The researcher used a cellphone to record and photograph the results of interviews and observations. This tool was used if the research has difficulty recording the results of the interview.

To process the data that has been obtained from the result of the interviews, the researchers used data analysis using initial coding: line by

line coding. According to Charmaz (2006) is a process where research data are categorized or grouped with shorten names that also show similarities with other data are categorized or grouped with shorter names that also show similarities with other data coding also shows how the research data is separated, selected, and sequenced by the researcher to start the analysis process.

F. Data Collection Techniques

Data collection techniques researchers use qualitative research. The techniques used in collecting data in this study are interview and observation. Here are the methods of collecting data along with the research instrument used in this research as follows:

1. Interview

Creswell (2012) claims that, interview is the one of most important sources in qualitative research to get deep insight about how people experience, feel, and interpret the social world. Sugiyono (2012) stated, the kinds of qualitative interview are structured, semi-structured, and un-structured interview. In this study, the researcher use semi-structured interview.

The researcher used semi-structured interview in order to clear and valid information because it can explore and clarify more about the participants response in regard to research questions. The interviewer would ask some information about students' perception towards the use Instagram carousel content in learning vocabulary.

2. Observation

This research used observation to observe the students for doing independent learning. Creswell (2012), defines observation is the process of collecting information by observing people and place open-ended at the research. In order to collect the data that deal with the students' perception.

Table 3. 3 Interview Outline

RQ	1. What are the students' perception towards the use of Instagram carousel content in learning vocabulary?		
No.	Aspect	Indicator	Question
1.	Visual perception (Walgito, 2010) Form of positive and negative perception (Irwanto, 2002)	Human sense Knowledge, responses, and opinion following effort.	<ul style="list-style-type: none"> • What makes students interest in learning vocabulary through Instagram carousel content? • What are students responses when building new vocabulary through the content available on Instagram carousel content? • What kind of knowledge that the students got after learning vocabulary using Instagram carousel content? • What do students' opinion about learning English

			vocabulary using Instagram carousel content?
2.	Form (Brewster, 2003)	Listening and repeating what is heard and organizing related vocabulary.	What are the students perception of using Instagram carousel content in listening and repeating learning English vocabulary?
	Pronunciation (Brewster, 2003)	Vocabulary pronunciation.	What are the students' perception of using Instagram carousel content in pronouncing learning English vocabulary?
	Word meaning (Brewster, 2003)	The meaning of vocabulary its relationship with other vocabulary concepts.	What are the students' perceptions of learning English vocabulary through Instagram carousel content of the meaning of the vocabulary read?
	Usage (Brewster, 2003)	Focused on the use of related vocabulary.	What is the students' perception of learning English vocabulary through Instagram carousel content in applying the correct use of vocabulary?

Table 3. 4 Interview Outline

RQ	2. What are the affects of students on learning English vocabulary through Instagram carousel content in third semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023?		
No.	Aspect	Indicator	Question
1.	Cognitive effect (Notoatmodjo, 2010)	Components related to knowledge, views, and beliefs.	What are views of students after reading the learning content upload in the Instagram carousel content in learning English vocabulary?
2.	Affective effect (Notoatmodjo, 2010)	Components related to feelings of pleasure od displeasure.	How do students feel after reading the learning content upload in the Instagram carousel content in learning English vocabulary?
3.	Conative effect (Notoatmodjo, 2010)	Components related to the tendency to act.	What actions do students take after reading the learning content upload in the Instagram carousel content in learning English vocabulary?

G. Data Trustworthiness

The research conducted by applying qualitative research, therefore it concerned with the trustworthiness the data or information gathered from the research findings are credible or not. The validation of the data determines the quality of the result of research. The research uses triangulation as a technique to examine the data validation. According to Bhandari (2022) there are 4 types of triangulations of research, as follows:

1. Data triangulation: Using data from different times, spaces, and people. It means that the Researcher can triangulate some sources of the data during the data was obtained.
2. Sources triangulation: Explore the truth of certain information by using various data sources such as documents, archives, interview results, observation results, or also by interviewing more than one subject who is considered to have different points of view.
3. Theory triangulation: Using varying theoretical perspectives in your research. Refers to the triangulation process on the use of some related theories by the Researcher to validate the data this research.
4. Methodological triangulation: Using different methodologies to approach the same topic. Refers to the Researcher's techniques in collecting the data to obtain data validation.
5. This study uses source triangulation. Source triangulation is a technique to test the credibility of data. In this study, the data were obtained through interviews and observation. This source triangulation research can be

achieved by comparing the results of data relating to student perceptions. To process the data that has been obtained from the results of the interviews and observation the researchers used data analysis using initial coding: line by line coding.

H. Techniques of Analyzing the Data

After collecting the data, data analysis was done to analyse the whole obtained data. To process the data that has been obtained from the results of the interview, the researcher used data analysis using initial coding: line by line coding. Line by line coding is a coding process that gives a name to each data we get. Researchers in this case perform data analysis techniques according to Charmaz (2006). Coding according Charmaz (2006) is a process in which research data is categorized or grouped with a shorter name which also shows similarities with other data. Coding also shows how the research data is separated, selected, and sequenced by the researcher to start the analysis process.

The researcher continued the coding process with focused coding. At this stage, the researcher compared several different codes and there are several codes that are combined into one because of the emergence of a similarity. The combined codes do not disappear, but are presented in a new code. The analysis that the researcher did using focused coding was deemed sufficient for the researcher to be able to see the theory that emerged from the data. Adriany (2013) states, by continuing to compare each code contained in the data, researcher are able to see the reciprocal relationship between the different codes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research findings, the researcher presents the result of analyzing the data. The research findings include the data of description related to describe the students' perception in learning vocabulary through Instagram carousel content. This sub-chapter divided into two explanations based on the formulation of the problem that must be solved in this chapter, the first is students' perception and the effect of students in learning English vocabulary through Instagram carousel content. The researcher used the result of the observation participant and interview to answer the research questions. The answer to the research questions as follows:

1. Students' Visual Perception Towards The Use Of Instagram Carousel Content In Learning Vocabulary in third semester at UIN Raden Mas Said Surakarta in academic year of 2022/2023

Based on the research result, the researcher found that the students' perception towards the use of Instagram carousel content in learning vocabulary at third semester English Education Department Students in Raden Mas Said State Islamic University of Surakarta. The researcher interviewed ten participants as the subject of the research. The researcher met students to conduct interviews and direct observations on Monday 16 October 2023, Tuesday 17 October 2023, and Friday 20 October 2023. The

analysis of interview was focused on the topic. The topic is how participants perceive towards learning vocabulary through Instagram carousel content.

a. Special Education Account

This category asserted the information about participant favorite's English learning account among five English learning account that was suggested by the researcher before. The interview transcript about participants favorite Instagram account was coded into five codes. jagobahasocom (JB) gurukumrd (GM) Kampunginggrislc (KI), englishvit (EV) and englishnesia.id (EN). Some important information from the interview result was presented in the table below:

Table 4.1 Favourite Vocabulary Learning Account

Respondent	Favourite Account
NF	Englishvit
FK	Kampunginggrislc
ENL	Kampunginggrislc
EAW	Kampunginggrislc
FP	Englishvit
AW	Kampunginggrislc
AAM	Kampunginggrislc
AF	Kampunginggrislc
AKL	Kampunginggrislc
AH	Englishvit

The table above shows the participants favourite account among five English learning accounts. From the explanation above it shows that the most favorite English learning account among five accounts was *kampunginggrislc*. Five of ten participant choose *kampunginggrislc* as their favourite accounts based on their personal reason. This meaning is related to what was expressed by the research informant, namely FK:

“Banyak sih mbak yang aku follow, tapi untuk belajar vocabulary prefer ke kampunginggrislc sih dari dulu aku sudah mengfollow” (FK, 16 October 2023).

Similar to subject research ENL also said:

“Aku ada ngefollow kampunginggrislc soalnya kontennya banyak ya terus bervariasi kak” (ENL, 16 October 2023).

Then the participant three stated that:

“Ya, kampunginggrislc soalnya konten di feeds nya menarik mudah dipahami gitu kak” (EAW, 20 October 2023.)

AF also said:

“Aku ngikutin akun @kampunginggris kalau untuk belajar vocabulary dan akun-akun orang asing yang bikin akun untuk learn English, akun orang asing itu milik pribadi bukan kayak akun khusus belajar seperti kampunginggrislc, itu sih kak” (AF, 17 October 2023).

Then participant four added:

“Iya, aku follow kampunginggrislc, bagus untuk belajar Bahasa Inggris kalo menurutku pribadi kontennya menarik, terstruktur gitu sih kak” (AKL, 20 October 2023).

From the explanation above it can be conclude that from five English learning account that was informed by the researcher (*jagobahasocom*, *gurukumrd*, *Bbclearningenglish*, *englishvit* and *englishnesia.id*) only two accounts choose by

the participant as their favorite account. Seven of ten participant choose *kampunginggrislc* and three participants choose *englishvit*, as their favorite account.

b. Form of Perception

There are 5 ways described by Walgito (2010) to explore students perception towards the use of Instagram carousel content in learning English vocabulary. Form of perception in this study, namely:

1) Visual Perception

Visual perception is the result of what we see, either before we see or still imagine and after doing it on the intended object.

Visual perception of sight is the most important thing. Auditory Perception

2) Auditory perception

Auditory perception is a perception obtained from the sense of hearing, namely the ear. Someone can perceive something from what he hears.

3) Tactile Perception

The perception of touch is the skin, when the skin receives simulation in the form of pressure, the nerve cells will try to find what is going on and interpret it into a perception that is produced through information processing in the mind.

4) Olfactory Perception

Olfactory perception is also called olfactory, namely the nose as a receiver for types of odors. The smell is often said to be the most primitive and most important sense.

5) Taste Perception

Taste perception is obtained from the tongue which has taste receptors as evidenced by the presence of taste buds.

Based on the results of interviews conducted by researcher with students, it was found that only one ways of theory were used with students' perceptions towards the use of Instagram carousel content in learning English vocabulary, like visual perception. Students perception in the use of Instagram carousel content as a visual media to support learning vocabulary.

a. Visual Perception

Visual perception refers to the brain's ability to understand what the eyes see. Good visual perception skills are important for many everyday skills such as reading, writing, as well as many other skills. Examples of visual style practices are with images, because teenagers now like playing social media, Instagram as a pictures sharing platform and takes pictures and shares them in Instagram users. This statement is related to what was expressed by the research informant, namely FK:

“Yang membuat saya tertarik untuk belajar menggunakan Instagram carosuel content dan mengfollow akun belajar di Instagram karena menurut saya sebagai platform berbasis gambar sehingga meningkatkan keterlibatan siswa melalui konten visual, memudahkan

akses untuk belajar, akun-akunnya menyediakan beragam konten menarik untuk belajar terutama belajar vocabulary, materi belajar dapat diakses kapan saja, fleksibilitas. Instagram carousel content dapat untuk mengadakan tantangan kosakata dan kuis dalam fitur Instagram carousel content yang diunggah dalam fitur feed.” (FK, 16 October 2023).

Based on what was conveyed by the FK above, it can be concluded that according to him, Instagram carousel content can increase student engagement through image-based visual content. Instagram carousel content can hold vocabulary challenges in the form of quizzes that are uploaded to the Instagram carousel content feature which can be accessed at any time, flexibly. One of the research informants who also expressed his interest in the Instagram carousel content was, AKL:

“Menurut saya, pembelajaran kosakata bahasa Inggris melalui Instagram carousel content adalah pendekatan yang menarik, karena Instagram carousel content memungkinkan pengguna untuk belajar dengan konten yang menarik, sehingga memudahkan pemahaman kosakata. Penggunaan Instagram carousel content untuk mempelajari arti kosakata adalah cara yang efektif, karena gambar dapat memberikan konteks, membantu menghubungkan kata dengan maknanya dengan lebih baik” (AKL, 20 October 2023).

Based on what was conveyed by AKL above, it can be concluded that according to him, Instagram carousel content is a suitable application for vocabulary learning. Informants think that this is effective for learning and little by little our vocabulary increases. Another advantage is that Instagram carousel content provides vocabulary learning content that is interesting and easy to understand. From this statement, Instagram carousel content indirectly influences people's mindset and habits after reading it. This influence is closely related to cognitive, affective, and

conative affects. Likewise with AW, as a student at UIN Raden Mas Said Surakarta who also carried out the interview:

“Menurut saya karena kamus vocabulary saya masih sedikit serta tidak ada waktu untuk mengikuti les, jadi saya memutuskan untuk mengikuti akun belajar English. Saya bisa belajar vocabulary dimana saja kapan saja, bahkan dengan sambil bermain medsos bisa dengan belajar menambah vocabulary saya. Dengan adanya akun belajar di Instagram cara penyampaiannya menarik dan biasanya dilengkapi dengan animasi yang diunggah dengan fitur carousel content yang mudah dimengerti. Belajar melalui Instagram bisa menjadi alternative yang baik.” (AW, 17 October 2023).

Based on the result of the interview above, the author then concludes interview conclusion points include changing thought patterns, having an influence on daily life, changing habits, and changing actions or behaviour. Based on the results of the interviews above, it can be conclude that Instagram carousel content has a positive influence for students, because Instagram carousel content is used to fulfil individual needs for new knowledge, which was previously unknown. Driven by curiosity, individuals will read continuously based on habits, hobbies, and likes.

c. Type of Positive and Negative Perception

1) Positive Perception

The development of information and communication technology now provides a new way of looking at interactions between individuals. In its development, social media has an influence on every aspect of its users' lives. Social media has become part of everyday human life. The presence of Instagram among teenagers has a more interactive nature for students who

need media to learn vocabulary and can be accessed via their smart phone. This can be seen from positive response from the initial appearance of this application, especially among teenagers until now. therefore, Instagram carousel content can be a forum for students to learning English vocabulary mastery. As said by AAM:

“Mengenai arti kosa kata nya biasanya kalau selesai baca artikel gitu kan nemu kosa kata baru yang aku belum tahu, nah biasanya pas aku scroll akun belajar di Instagram itu secara nggak sengaja konten tersebut membahas kata-kata yang aku nggak paham tadi, kemudian aku tulis di notes atau buku biar aku bisa ingat-ingat lagi, jadi itu membantu aku sih”. (AAM, 17 October 2023).

Based on what AAM said above, it can be concluded that according to him Instagram carousel content provides a lot of information and knowledge from all aspects. There are many ways to keep track new vocabulary you discover by taking notes, to remember it. A positive response was also said by ENL:

“Karena jaman sekarang orang lebih suka bermain sosial media daripada belajar, jadi perlu inovasi untuk meningkatkan vocabulary dengan cara yang menyenangkan, salah satunya dengan Instagram carousel content. Karena saya juga mengikuti akun belajar Bahasa Inggris di Instagram dan yang sering saya jumpai dimana memahaminya juga cukup mudah, itu lebih menyenangkan daripada hafalan kosa kata sendiri” (ENL, 16 October 2023).

Based on what ENL said above, innovation is needed to increase vocabulary in a fun way, one of which is with Instagram carousel content. Because the learning content he often encounters about English vocabulary that is uploaded is quite easy to understand and memorize, and it more fun. A positive response was also said by NF:

“Kalau menurut saya karena saya sering scrolling social media bisa 3 jam lebih dalam sehari. Karena dengan menyimak dan mengscrolling lewat social media lebih cepat masuk ke ingatan saya. Kalau buat aku Instagram carousel content ini membantu mengingat vocabulary saya, karena saya sering membuka Instagram jadi kita tidak sadar menghabiskan waktu untuk bersantai bermain social media tapi sambil belajar. Banyak kosa kata yang aku pelajari di Instagram, lebih efektif, lebih variasi vocabulary saya yang kemudian saya praktikkan dengan menulis comment dipostingkan akun belajar” (NF, 16 October 2023).

Based on the results of the interview above, it can be concluded that the informant is currently dependent on using Instagram carousel content. This dependence is caused by the need for information and entertainment which will only be fulfilled if you use Instagram carousel content. Through Instagram carousel content the informant can write correctly and appropriately. By unconsciously spending time relaxing playing social media while studying. Instagram carousel content provides content related to teenage life so it is very suitable for entertainment while studying.

A positive response also said by FP:

“Di dalam Instagram carousel content nya bervariasi ya kak, seperti yang vocabulary itu yang bikin menarik dan kata yang bervariasi seperti membalas thank you tidak harus your welcome, bisa anytime. Jadi saya lebih mudah menyimak dan menghafat kayak misal pakai Bahasa itu untuk chattingan dengan teman jadi vocabulary saya menambah deh, karena sering banget aku membuka Instagram dan jadi ada pengaruh positif insatgram bagiku untuk belajar tidak hanya untuk selfie saja” (FP, 16 October 2023).

Based on what FP said, using Instagram carousel content is very influential for readers, especially students who want to learn English vocabulary mastery. The informant learned new word, word meaning, word use through Instagram carousel content by

reading the content was uploaded by learning account it in everyday life. Another positive perception also conveyed by FK that:

“Dengan pembelajaran menggunakan visual gambar melalui insatgram carousel content ini aku juga melatih pengucapan kosa kata ku, Kadang kayak misal lagi membaca postingan yang lewat beranda dengan suara, kadang juga kalau aku nggak tahu pengucapannya gimana aku coba cek via google voice atau google translate itu aku pencet voice nya kak.” (FK, 16 October 2023).

Based on what FK said, the informant learned vocabulary pronunciation through Instagram carousel content by raising his voice when reading content uploaded by learning account and applying it in everyday life. This method was said to help practice English vocabulary pronunciation. Based on several interview results, students perceptions stated that the Instagram carousel content could be used to learn English vocabulary mastery.

2) Negative Perception

Apart from the positive response from students, the interview results show that there are students who do not agree with using Instagram carousel content to master all aspect vocabulary. AH says that:

“Menurut aku kurang efektif, karena Instagram bukanlah platform yang dibuat khusus untuk pembelajaran bahasa jadi kurang rekomend, lebih prefer ke aplikasi atau web yang pembelajarannya terstruktur.” (AH, 17 October 2023).

From the result of interviews conducted by AH, it was said that the Instagram carousel content with English learning content was not effective enough for students. This is because Instagram carousel content is not a platform specifically created for language

learning, so I don't recommend it. Another negative perception also conveyed by AF:

“Tergantung orangnya sih, kalau orangnya menjadikan Instagram sebagai acuan dia belajar mungkin akan efektif. Tapi Instagram ini hanya sebagai support belajar atau sumber pendukung saja bukan sumber utama. Dan dalam unggahan Instagram carousel content menyediakan materi belajar dalam bentuk tulisan, jadi akan sulit menggunakan Instagram carousel content ini untuk pembelajaran listening, seangkan kita belajar vocabulary juga membutuhkan listening kan mbak hehe.” (AF, 17 October 2023).

According to the interview results, it was said that learning Instagram carousel content for listening skills was less effective because Instagram carousel content only uploaded learning content in written form. There is an audio feature but not all content creator use it. The statement is the same as what AH said:

“Karena kebanyakan instagram carousel content yang diunggah berupa gambar atau tulisan yang saling terhubung setiap slide, jadi ini kurang cocok untuk kita belajar listening. Saya rasa fitur reels video lebih cocok ya” (AH, 17 October 2023).

Based on the interview results above, several students expressed their negative perceptions. According to AH, Instagram carousel content application is not effective enough for learning English vocabulary for beginner because it is considered to difficult to understand the meaning of word. AF also thinks Instagram carousel content is not suitable for listening because it only contains writing and thinks learning vocabulary mastery very difficult. In Instagram carousel content is considered less effective for learning English listening vocabulary.

2. The affects of students on learning English Vocabulary through Instagram Carousel Content in third semester at UIN Raden Mas Said Surakarta in academic year of 2022/2023

1) Cognitive Effect

Cognitive effect are results that appear to the communicant and are informative. Cognitive effect include increasing awareness, learning and additional knowledge about an information in considering or making decisions. One's knowledge can be influenced by cognitive effects, including learning activities, increased awareness, and additional knowledge. This meaning is related to what was expressed by the research informant, namely AAM:

“Aku sendiri tertarik, menarik ya karena setelah membaca dan membuka postingan akun pembelajaran vocabulary disitu banyak banget ternyata kosa kata yang belum aku tahu, terus juga ada kosa kata yang pernah aku tahu aku sempat lupa itu bisa meningkatkan kembali. Kalau buat aku sendiri belajar vocabulary dengan Instagram ini sesuai dengan aku, membantu ya, karena bisa meningkatkan vocabulary aku dan sesuai dengan hal yang berkaitan dengan keseharianku” (AAM, 17 October 2023).

Based on AAM's opinion, by reading posts from vocabulary learning accounts on Instagram, AAM suits his learning style and suits things related to his daily life, starting from remembering vocabulary he has forgotten to writing correctly. This has a big influence on his mastery of English vocabulary. FK also said:

“Senang sekali mempelajari kosa kata atau belajar dengan materi yang baru terlebih jika kontennya informatif, interaktif, dan mendidik sejauh mana postingan tersebut sesuai dengan tujuan pembelajaran saya dan gaya pembelajaran yang saya pilih. Membuat saya lebih mudah untuk mengingat materi, terbiasa dengan kosa kata asing yang saya temukan di Instagram, meningkatkan keterlibatan pembelajaran yang aktif pengetahuan saya bertambah luas karena terbiasa dengan kosa kata

Bahasa Inggris yang saya dapatkan ketika belajar dengan Instagram carousel content.” (FK, 16 October 2023).

In FK opinion's, the knowledge gained from studying with Instagram carousel content is in accordance with the learning objectives and learning style. It can increase extensive knowledge because they are familiar with foreign vocabulary. Reading becomes a positive habit and gets used to foreign vocabulary. In line with this statement, EP also said:

“Setelah saya membaca konten belajar vocabulary yang diunggah sebuah akun belajar merasa senang, ada banyak manfaat yang saya dapatkan yaitu kosa kata baru, penggunaan atau grammar yang benar, serta pengucapannya yang benar seperti apa. Jadi sambil scroll Instagram saya bisa belajar tidak hanya bermain social media tanpa sadar menambah pengetahuan vocabulary ku.” (EP, 16 October 2023).

According to EP, there are many benefits to be gained from reading vocabulary learning content on Instagram carousel content, namely discovering new vocabulary, grammar, learning the correct pronunciation of English vocabulary, and becoming more interested in learning English because it is fun not boring. Playing social media without realizing it increases vocabulary knowledge. NF also said that:

“Setelah membaca konten belajar vocabulary saya senang karena menambah pengetahuan karena terkadang saya sendiri lebih suka hal-hal yang hiburan receh tapi dengan melihat konten carousel Instagram yang inovatif, variatif seperti itu lebih tertarik untuk scrolling vocabulary. Kan suka muncul di explore Instagram ku. Kadang aku memberi umpan balik di kolom komentar dan kadang aku juga pakai untuk komunikasi dengan teman saat chatting atau bercanda-bercanda, dengan teman. Jadi pengetahuan yang saya miliki tidak hanya vocabulary tapi juga speaking, reading, writing dan grammar ku kak” (NF, 16 October 2023)

Cognitive effects are effects in the form of knowledge. The results of this process is that users consider Instagram carousel content to be very interesting, innovative, and informative, meaning that Instagram carousel content has a positive effect in increasing knowledge of English vocabulary.

This effect occurs when there is a process of change to what was previously known, understood and believed. Based on the information from the informant above, it is known that readers enjoy reading learning content uploaded to Instagram carousel content of the English learning account, because they pay more attention to correct pronunciation and understand what proper writing looks like. The informant said that English learning content have an impact on their knowledge and change that knowledge into new information that has an impact on readers. This statement is in line with cognitive effects related to knowledge and skills.

2) Affective Effect

The effect of this affective effect is higher than the results of the cognitive effect because this affective effect gives a strong influence to be able to get the influence of the sensed, namely feelings. In addition to influencing feelings, affective effects also affect a person's emotions and attitudes. Affective effects can cause pleasure, anger, and excitement. This meaning is related to what was expressed by the research informant, namely AW:

“Saya merasa senang karena setiap kali saya membaca konten belajar vocabulary berarti saya mempelajari vocabulary baru. Dengan gambar sebagai dukungan bisa membuat konten lebih menarik dan saya dapat memahaminya dengan mudah” (AW, 17 October 2023).

According to AW, after reading English vocabulary content there is pleasure in getting new things and in every vocabulary there is a understand it easily. ENL also said:

“Merasa menyenangkan belajar dengan instagram carousel content ini, ternyata banyak sekali kosa kata yang belum dipahami dan

penggunaanya. Dan ternyata di Instagram juga sudah memiliki fitur translate seperti pada caption, itu sangat membantu ya, jadi harus tetap menggunakan Bahasa yang benar jadi dapat menambah ilmu kosa kata yang bertambah, grammar yang benar juga cara penulisan yang tepat seperti apa.” (ENL, 16 October 2023).

In ENL’s opinion, he is happy because he can increase his knowledge of English by adding new vocabulary, correct grammar and also the correct way of writing. Moreover, on Instagram there is a translate feature in caption so it helps in interpreting unknown vocabulary so you know. In line with this statement, EAW also said:

“Perasaan saya senang dan cukup membantu vocabulary saya ya saya juga merasa terbantu dengan adanya konten yang variatif berbeda tema setiap diupload jadi membangun rasa penasaran di setiap konten baru yang diupload banyak kosa kata yang tertera jadi saya terdorong untuk belajar karena konten baru yang diunggah tersebut dapat meningkatkan rasa penasaran saya.” (EAW, 20 October 2023).

From the results of interviews conducted by EAW, it was said that feeling helped by having varied content every time it was uploaded, it built a sense of curiosity, lost of vocabulary was listed, so they were encouraged to learn because the new content uploaded could increase curiosity. FP also said:

“Kan kalau di Instagram banyak sekali ya konten belajar jadi merasa bingung karena banyak bahan pembelajaran yang diunggah akun belajar, tetapi itu tidak membebani justru jadi referensi belajar. Saya senang karena terbantu, ada kesenangan tersendiri juga setelah membaca postingan materi belajar yang diunggah, memudahkan belajar tentang kosakata”. (FP, 16 October 2023).

Based on the interview above, according him, Instagram carousel content is acceptable because there is variative content that entertains and broadens insight. Makes it easier for readers to learn English, especially in mastering new vocabulary. Informants also feel helped by the large amount of learning content with various themes on Instagram because this learning

content can increase curiosity and feeling of joy. The statement above is in accordance with the affective influence that a person has on what he perceives, where a person begins to determine his attitude towards what he perceives.

3) Conative Effect

Conative effect called behavioral effects because these effects relate to a person's behaviour, actions, or activities after receiving a message. The conative effect aims to influence a person's behaviour and intention to do something in a certain way. Cognitive effects include increased awareness, learning, and additional knowledge. This is meaning is related to what was expressed by the research informant, namely FK:

“Tindakan yang saya lakukan biasanya membuat catatan pribadi, memberi tanggapan terkait materi yang di-post, mungkin bisa saling berbagi postingan dengan teman untuk saling membantu memahami kosa kata tersebut sih kak, kadang di slide terakhir carousel content ada kuisnya kan ya, aku berpartisipasi dalam kuis terkait kosa kata tersebut gitu kak”. (FK, 16 October 2023).

The actions taken by FK include taken personal notes, give feedback in comment, share posts with friend, and practice in vocabulary-related quizzes if available. AF also said:

“Kalau aku setelah membaca postingan akun belajar itu di screenshot, sometimes kalau literally penting banget aku tulis di notes hp ku atau catatan dan biasanya aku praktikan ya walaupun nggak semuanya sih”. (AF, 17 October 2023).

According to the answer from AF, every new vocabulary encountered always takes a pictures or screenshot and written down in notes. The next action is to practice the vocabulary acquired, so that it is easy to

remember and master English vocabulary. Next, AW as a students' as an informant also expressed the same thing:

“Biasanya saya akan segera membuat catatan saat menemukan vocabulary baru dari postingan yang saya baca. Sehingga memudahkan saya dalam mengingat-ingat kosa kata baru yang saya dapatkan. Mempelajari berbagai kosa kata baru adalah hal yang wajib apalagi untuk mahasiswa jurusan Bahasa.” (AW, 17 October 2023).

AW's opinion is that to mastery vocabulary, by making notes when discovering new vocabulary. This makes it easier to remember the new vocabulary you get. Learning variety of new vocabulary is mandatory, especially for English students.

Statement from several informants can prove that Instagram carousel content can be used to learn mastery of English vocabulary and increase the user's knowledge. So that it has a good effect and fosters interest in learning English vocabulary for students. This means that almost all Instagram carousel content users will feel a positive influence because there will be changes in their knowledge, perspective and beliefs. Instagram carousel content also has an affective effect, because basically users will feel happy with the content they are looking for based on their liked and interests. Basically, teenagers spend a lot of time on, so without realizing it, by playing on social media especially Instagram carousel content, they are learning. The cognitive effects that occur in Instagram carousel content users tend to use the application as a source of knowledge, there by increasing interest in learning vocabulary. This means that the habit that arises is that, when they don't know or are curious about the meaning of something, they will consciously look for the meaning of the vocabulary

with the help of the translate feature in the caption section and google translate. Because Instagram carousel content is more varied, innovative, practical, and effective in conveying learning material. Conative effects are effects that occur after cognitive effects and affective effects, namely effects that influence behaviour. This is in accordance with the theory of uses and satisfaction, where Instagram carousel content users will use the application as a source of knowledge.

B. Discussions

Based on the research findings, the researcher discusses the findings of the research. The discussion contains students perception towards the use of Instagram carousel content in learning English vocabulary and what are the cognitive, at the third semester English Education Department in Raden Mas Said State Islamic University of Surakarta in the academic year 2022/2023. The research discussion is as follows:

1. Students Perception Towards the Use of Instagram Carousel Content in Learning English Vocabulary in academic year 2022/2023.

During the face-to-face interview process. Based on the result of the interview, the researcher has outlined important points in this section to answer the research questions. Based on the result interviews, researchers found all participants had the same view about function of Instagram carousel content for their English vocabulary learning process. It can be concluded that Instagram carousel content supports the English learning process as a source of information and a medium for sharing information.

Specifically, for the English learning account on Instagram, all participants felt that English learning account helped them in learning vocabulary, because it was supported by interesting content, presented learning material well, provided pronunciation features and was easy to access. This finding is in accordance with Irwanto (2002) theory, there are five forms of perception that create students' perception of something, such as visual perception, the sense of hearing, perception through the sense smell, perception of the sense of taste, and perception through the skin or taste . However, in this study, researchers found one thing that is related to students' perceptions of using Instagram carousels to learn English vocabulary, namely visual perception.

Then this finding is also supported by the theory of Irwanto (2002) that perception is also related to the way a person views a particular object in different ways by using the sensory organs they have, then trying to interpret it, therefore, there are two types of perception, namely positive perception. and negative perception. These results were also strengthened by the results of in-depth interviews. It was found that only a few students had a negative perception of using Instagram carousel content to learn English vocabulary. They consider Instagram carousel content to be ineffective and not a recommendation for them in learning English vocabulary. Some participants stated that they preferred to learn English vocabulary using the web or applications with structured learning.

Student responses were varied, most of the students perceived that learning English vocabulary with the Instagram content carousel was a great, innovative idea, supporting their learning according to the needs of their learning style. Using Instagram carousel content is more practical and fun. Through English vocabulary learning content, students can gain a lot of new vocabulary. A variety of content is uploaded by learning accounts on Instagram. By using this Instagram carousel content, students will easily master English vocabulary. Compared with Ulfa Azkiya's previous research in 2019 entitled "Students' Perceptions of the Impact of English Learning Accounts on Instagram on Students' Vocabulary". The results of this research are that students believe that using an English learning Instagram account can support their vocabulary learning, learning vocabulary using Instagram gives them a good learning experience.

Furthermore, these findings are further supported by aspects of vocabulary mastery by Brewster's (2003) theory, these aspects include: form, pronunciation, word meaning, and usage. Including Form is learning to listen and repeat. Listening is one of the skills that must be mastered when learning English because this is related to how to communicate using English well and correctly. The interview results showed that using Instagram carousel content for learning to listen was considered less suitable. Instagram carousel provides learning materials in written form, there is an audio feature, but not all content creators use it in the learning materials they upload. So it's more difficult to use Instagram carousel

content for listening. Students said it would be more effective to use helper applications that provide special listening features.

Pronunciation skills are something that we must learn to avoid misunderstandings that are interpreted by the person we are talking to. The use of Instagram carousel content as a digital literacy platform is not specifically designed for learning pronunciation, but many students say that Instagram carousel content helps them a little in learning pronunciation, because students will use a translation assistant application to imitate the correct pronunciation while knowing the meaning of the vocabulary. Students also tend to read aloud, which greatly affects their pronunciation.

Word meaning. In learning the meaning of vocabulary, students sometimes need the help of a dictionary or other translation book. Students study and look for the meaning through Google Translate or a dictionary to make it easier for them to know the correct meaning of the vocabulary. Students also record the vocabulary they find. Learning the meaning of vocabulary is very important. If used as a learning medium, it is quite efficient, because students will get used to learning to understand and grasp the meaning of each word.

Usage Instagram carousel content, to apply correct vocabulary, students always practice the pronunciation and meaning of words, and practice making new sentences from these words. To practice pronunciation, students use the loud voice method when reading, then look for the meaning and meaning of the word by using the translate feature on

Instagram or Google Translate which then always creates new sentences, which they practice when chatting with friends, when chatting with friends it becomes vocabulary that they can be used every day, although not all of them. Students will be more responsible for the vocabulary they use, so they cannot just use any word but must understand its meaning so that they write it correctly.

2. The affects of students on learning English Vocabulary through Instagram Carousel Content in third semester at UIN Raden Mas Said Surakarta in academic year of 2022/2023

The results of the research are about the effect that students get in learning vocabulary through Instagram carousel content for third semester English students at Raden Mas Said State Islamic University of Surakarta in the academic year 2022/2023. Related to this term, according to Notoatmodjo (2010), there are several effects that influence students' perceptions of using Instagram carousel content in learning English vocabulary. Based on the participants' arguments, the researcher found that affective becomes a pleasure in itself with the existence of Instagram carousel content making it easier for students to learn English, especially in mastering vocabulary. Students are helped by the many types of learning content with various and varied themes, making them more interested and curious. The process of reading learning content on Instagram carousel content is fun.

Furthermore, conative is an action taken by students to improve vocabulary mastery, namely learning and interpreting the meaning of new vocabulary that students have not yet mastered. Many students apply it in everyday life, for example in expressing feelings or talking to other people using English. Students will also remember by recording the new vocabulary they get from the content they read on the learning account they follow. All respondents considered that English learning accounts were good for supporting vocabulary learning. They enjoy this account because of the advantages of an English learning account such as being easy to access, having supporting features, being able to be accessed anywhere and anytime and so on. Almost all respondents stated that they did not find any restrictions in exploring these accounts.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and this discussion in the previous chapter, the researcher would like to draw some conclusions. As already mentioned in the first chapter of this thesis, the aim of this study were to find out the students perception towards the use of Instagram carousel content in learning English vocabulary. The above discussion has evaluated the perception of the third semester of English Language Education students at UIN Raden Mas Said Surakarta.

This research was conducted to find out how students' perception of using Instagram carousel content in learning English vocabulary. The researcher concluded that the students had negative perception and negative perception, two of ten students had a negative. Two out of ten students have a negative perception of the use of Instagram carousel content for vocabulary learning. These students are of the opinion that Instagram is a platform created specifically for vocabulary learning and they consider the learning to be unstructured. Then eight out of ten students have a positive perception, they agree that Instagram carousel content is for vocabulary learning because it is easy to access, the content is varied, more effective, flexible, more fun and easier to memorize and improve new vocabulary. The result is that this Instagram carousel content for vocabulary learning is very helpful, has many advantages so that students can mastery English vocabulary.

This research shows that there are effects from using Instagram carousel content for learning English vocabulary. The first effects that students get are cognitive, students feel interested, happy, their knowledge of vocabulary increases, there are many benefits such as pronunciation, correct grammar, correct writing. The affective effects that students get are according to him, Instagram carousel content is acceptable because there is varied content that entertains and broadens insight. Makes it easier for readers to learn English, especially in mastering new vocabulary. Informants also feel helped by the large amount of learning content with various themes on Instagram because this learning content can increase curiosity and feeling of joy. Conative affect, namely actions taken by students, such as making notes after getting new vocabulary from Instagram carousel content, then practicing it and sharing posts with friends.

B. Suggestions

Based on the result of the research stated above, the research draws some suggestions. The researcher hopes that these suggestions will be useful. Especially for English teachers, students, the school, and other researchers. They are as follows:

1. For teacher

The teachers also can give the students suggestions about what they can do in optimizing independent learning based on the result that has been written.

2. For students

For the students after knowing the contents of English learning on Instagram from the result of this research, they can find and follow Instagram accounts that provide those contents of English learning to support independent learning. Moreover, in optimizing independent learning they also can do the activity depending on their interest that has written on the result.

3. For others researcher

The researchers feel that this research is not perfect. However, researchers are trying their best and hope that this research can be useful as a reference for researchers. From this research, the researcher hopes that future researchers who want to conduct research on a similar topic can carry out more in-depth research regarding the content. Optimization in independent learning using English learning content. This is because they can have individual perceptions of students in optimizing learning independence

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APPENDICES

A. APPENDIX 1: Research Informant

The criteria taken are students who have used the Instagram carousel content and following the English learning account in Instagram Based on these criteria, the informants in this study can be seen in the following table.

Table 7. 1 Research Instrument

Name	Class	Gender	Age
NF	3E PBI	Female	19
FK	3C PBI	Female	19
ENL	3D PBI	Female	20
EAW	3B PBI	Female	19
FP	3E PBI	Female	19
AW	3F PBI	Female	19
AAM	3C PBI	Female	19
AF	3H PBI	Female	20
AKL	3D PBI	Female	19
AH	3B PBI	Female	19

B. APPENDIX 2: Interview Guidelines

Table 7.2 Interview Outline

RQ	What are the students' perception towards the use of Instagram carousel content in learning vocabulary?		
No.	Aspect	Indicator	Question
1.	<p>Visual perception (Walgito, 2010)</p> <p>Form of positive and negative perception (Irwanto, 2002)</p>	<p>Human sense</p> <p>Knowledge, responses, and opinion following effort.</p>	<ul style="list-style-type: none"> • What makes students interest in learning vocabulary through Instagram carousel content? • What are students responses when building new vocabulary through the content available on Instagram carousel content? • What kind of knowledge that the students got after learning vocabulary using Instagram carousel content? • What do students' opinion about learning English vocabulary using Instagram carousel content?
2.	Form (Brewster, 2003)	Listening and repeating what is	What are the students perception of using Instagram carousel content

		heard and organizing related vocabulary.	in listening and repeating learning English vocabulary?
	Pronunciation (Brewster, 2003)	Vocabulary pronunciation.	What are the students' perception of using Instagram carousel content in pronouncing learning English vocabulary?
	Word meaning (Brewster, 2003)	The meaning of vocabulary its relationship with other vocabulary concepts.	What are the students' perceptions of learning English vocabulary through Instagram carousel content of the meaning of the vocabulary read?
	Usage (Brewster, 2003)	Focused on the use of related vocabulary.	What is the students' perception of learning English vocabulary through Instagram carousel content in applying the correct use of vocabulary?

Table 7.2 Interview Outline

RQ	What are the affects of students on learning English vocabulary through Instagram carousel content in third semester at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023?		
No.	Aspect	Indicator	Question
1.	Cognitive effect (Notoatmodjo, 2010)	Components related to knowledge, views, and beliefs.	What are views of students after reading the learning content upload in the Instagram carousel content in learning English vocabulary?
2.	Affective effect (Notoatmodjo, 2010)	Components related to feelings of pleasure od displeasure.	How do students feel after reading the learning content upload in the Instagram carousel content in learning English vocabulary?
3.	Conative effect (Notoatmodjo, 2010)	Components related to the tendency to act.	What actions do students take after reading the learning content upload in the Instagram carousel content in learning English vocabulary?

C. APPENDIX 3 : Coding Data

No.	Respondent	Favourite learning account				
		JB	GM	KI	EV	EI
1.	<i>“Aku sih ngefollownya @lcenglish, @englisgvit itu dua dua nya yang menurut aku kalau meng-upload materi mudah dipahami terus ga bosenin gitu kak konten belajarnya” (NF, 16 October 2023).</i>				√	
2.	<i>“Banyak sih kak kayak @flipenglishparaae, @dailybahasainggris, @mr.bobkampunginggris, @ieltspresso, @kampunginggrislc yang sering aku kepoin akunya kak, sering banget update materi belajar nya” (FK, 16 October 2023).</i>			√		
3.	<i>“@vlev.id terus @kampunginggrislc itu sih mbak yang aku follow, tapi untuk belajar vocabulary prefer ke @kampunginggrsilc sih dari dulu aku sudah mengfollow” (ENL, 16 October 2023).</i>			√		
4.	<i>Aku ada ngefollow @kampunginggrislc soalnya kontennya banyak ya terus bervariasi kak.” (EAW, 20 October 2023).</i>			√		
5.	<i>“akun @lcenglish, @englishvit sih kak yang aku follow soalnya konten nya sesuai dengan yang aku suka, terus</i>				√	

	<i>mudah dipahami isinya” (FP, 16 October 2023).</i>					
6.	<i>“Yang aku follow @kampunginggrislc, @englishvocabulary, kan aku follow biar pas scroll gitu muncul diberanda, tapi kadang aku juga kepoin akunnya belajar lain juga sih kak” (AW, 17 October 2023).</i>			√		
7.	<i>“Iya kak aku follow @kampunginggrislc, dan @speakingpartner. Tapi itu kalo buat yang vocabulary lebih ke yang @kampunginggrislc” (AAM, 17 October 2023)</i>			√		
8.	<i>“Aku ngikutin akun @kampunginggrislc kalau untuk belajar vocabulary dan akun-akun orang asing yang bikin akun untuk learn English, akun orang asing itu milik pribadi bukan kayak akun khusus belajar seperti kampunginggrislc, itu sih kak” (AF, 17 October 2023).</i>			√		
9.	<i>“Ada @englishacademy_id @belajar_bahasa.inggris terus iya, aku follow @kampunginggrislc, bagus untuk belajar Bahasa Inggris kalo menurutku pribadi kontennya menarik, terstruktur</i>			√		

	<i>gitu sih kak” (AKL, 20 October 2023).</i>					
10.	<i>“Aku follow@ quickenglishfluency, @english_vocabulary, @englishvit itu untuk pembelajarn bahasa inggris yang biasanya lewat berandaku” (AH, 17 October 2023).</i>				√	

RQ 1. What are the students’ perceptions towards the use of Instagram carousel content in learning vocabulary?

No.	Statement	Positive	Negative
1.	<i>“Yang membuat saya tertarik untuk belajar menggunakan Instagram carosuel content dan mengfollow akun belajar di Instagram karena menurut saya <u>sebagai platform berbasis gambar sehingga meningkatkan keterlibatan siswa melalui konten visual, memudahkan akses untuk belajar, akun-akunnya menyediakan beragam konten menarik untuk belajar terutama belajar vocabulary, materi belajar dapat diakses kapan saja, fleksibilitas.</u> Instagram carousel content dapat untuk mengadakan tantangan kosakata dan kuis dalam fitur Instagram carousel content</i>	√	

	<i>yang diunggah dalam fitur feeds.” (FK, 16 October 2023).</i>		
2.	<i>“Menurut saya, pembelajaran kosakata bahasa inggris melalui Instagram carousel content adalah pendekatan yang menarik, karena Instagram carousel content memungkinkan pengguna untuk belajar dengan konten yang menarik, sehingga <u>memudahkan pemahaman kosa kata. Penggunaan Instagram carousel content untuk mempelajari arti kosa kata adalah cara yang efektif, karena gambar dapat memberikan konteks, membantu menghubungkan kata dengan maknanya dengan lebih baik”</u> (AKL, 20 October 2023).</i>	√	
3.	<i>“Menurut saya karena kamus vocabulary saya masih sedikit serta tidak ada waktu untuk mengikuti les, jadi saya memutuskan untuk <u>mengikuti akun belajar English. Saya bisa belajar vocabulary dimana saja kapan saja, bahkan dengan sambil bermain medsos bisa dengan belajar menambah vocabulary saya. Dengan adanya akun belajar di Instagram cara penyampaiannya menarik dan biasanya</u></i>	√	

	<u>dilengkapi dengan animasi yang diunggah dengan fitur carousel content yang mudah dimengerti. Belajar melalui Instagram bisa menjadi alternative yang baik.”(AW, 17 October 2023).</u>		
4.	<u>“Mengenai arti kosa kata nya biasanya kalau selesai baca artikel gitu kan nemu kosa kata baru yang aku belum tahu, nah biasanya pas aku scroll akun belajar di Instagram itu secara nggak sengaja konten tersebut membahas kata-kata yang aku nggak paham tadi,kemudian aku tulis di notes atau buku biar aku bisa ingat-ingat lagi, jadi itu membantu aku sih”. (AAM, 17 October 2023).</u>	√	
5.	<u>“Karena jaman sekarang orang lebih suka bermain sosial media daripada belajar, jadi perlu inovasi untuk meningkatkan vocabulary dengan cara yang menyenangkan, salah satunya dengan Instagram carousel content. Karena saya juga mengikuti akun belajar Bahasa inggris di Instagram dan yang sering saya jumpai dimana memahaminya juga cukup mudah, itu lebih menyenangkan daripada</u>	√	

	<i>hafalan kosa kata sendiri” (ENL, 16 October 2023).</i>		
6.	<i>“Kalau menurut saya karena saya sering scrolling social media bisa 3 jam lebih dalam sehari. <u>Karena dengan menyimak dan mengscrolling lewat social media lebih cepat masuk ke ingatan saya. Kalau buat aku Instagram carousel content ini membantu mengingat vocabulary saya, karena saya sering membuka Instagram jadi kita tidak sadar menghabiskan waktu untuk bersantai bermain social media tapi sambil belajar. Banyak kosa kata yang aku pelajari di Instagram, lebih efektif, lebih variasi vocabulary saya yang kemudian saya praktikkan dengan menulis comment dipostingn akun belajar” (NF, 16 October 2023).</u></i>	√	
7.	<i>“Di dalam <u>Instagram carousel content nya bervariasi ya kak, seperti yang vocabulary itu yang bikin menarik dan kata yang bervariasi seperti membalas thank you tidak harus your welcome, bisa anytime. Jadi saya lebih mudah menyimak dan menghafat kayak misal pakai</u></i>	√	

	<p><u>Bahasa itu untuk chattingan dengan teman jadi vocabulary saya menambah deh, karena sering banget aku membuka Instagram dan jadi ada pengaruh positif insatgram bagiku untuk belajar tidak hanya untuk selfie saja”</u> (FP, 16 October 2023).</p>		
8.	<p><u>“Dengan pembelajaran menggunakan visual gambar melalui insatgram carousel content ini aku juga melatih pengucapan kosa kata ku. Kadang kayak misal lagi membaca postingan yang lewat beranda dengan suara, kadang juga kalau aku nggak tahu pengucapannya gimana aku coba cek via google voice atau google translate itu aku pencet voice nya kak.”</u> (FK, 16 October 2023).</p>	√	
9.	<p><u>“Menurut aku kurang efektif, karena Instagram bukanlah platform yang dibuat khusus untuk pembelajaran bahasa jadi kurang rekomend, lebih prefer ke aplikasi atau web yang pembelajarannya terstruktur.”</u> (AH, 17 October 2023).</p>		√
10.	<p><u>“Tergantung orangnya sih, kalau orangnya menjadikan Instagram sebagai acuan dia</u></p>		√

	<p><i>belajar mungkin akan efektif. Tapi Instagram ini hanya sebagai support belajar atau sumber pendukung saja bukan sumber utama. Dan dalam unggahan <u>Instagram carousel content menyediakan materi belajar dalam bentuk tulisan, jadi akan sulit menggunakan Instagram carousel content ini untuk pembelajaran listening, seangkan kita belajar vocabulary juga membutuhkan listening kan mbak hehe.</u></i> (AF, 17 October 2023).</p>		
11.	<p><i>“Karena kebanyakan instagram carousel content yang diunggah berupa gambar atau tulisan yang saling terhubung setiap slide, jadi ini kurang cocok untuk kita belajar listening. <u>Saya rasa fitur reels video lebih cocok ya</u>”</i> (AH, 17 October 2023).</p>		√

RQ. 2 What are the cognitive, affective, and conative affects of students on learning English vocabulary through Instagram carousel content?

No.	Statement	Cognitive	Affective	Conative
1.	<p><i>“Aku sendiri tertarik, menarik ya karena setelah membaca dan membuka postingan akun</i></p>	√		

	<p><i><u>pembelajaran vocabulary disitu banyak banget ternyata kosa kata yang belum aku tahu, terus juga ada kosa kata yang pernah aku tahu aku sempat lupa itu bisa meningkatkan kembali. Kalau buat aku sendiri belajar vocabulary dengan Instagram ini sesuai dengan aku, membantu ya, karena bisa meningkatkan vocabulary aku dan sesuai dengan hal yang berkaitan dengan keseharianku”</u></i> (AAM, 17 October 2023).</p>			
2.	<p><i>“Senang sekali mempelajari kosa kata atau belajar dengan materi yang baru terlebih jika <u>kontennya informatif, interaktif, dan mendidik sejauh mana postingan tersebut sesuai dengan tujuan pembelajaran saya dan gaya pembelajaran yang saya pilih. Membuat saya lebih mudah untuk mengingat materi, terbiasa dengan</u></i></p>	√		

	<p><u>kosa kata asing yang saya temukan di Instagram, meningkatkan keterlibatan pembelajaran yang aktif pengetahuan saya bertambah luas karena terbiasa dengan kosa kata Bahasa Inggris yang saya dapatkan ketika belajar dengan Instagram carousel content.</u>” (FK, 16 October 2023).</p>			
3.	<p>“Setelah saya membaca konten belajar vocabulary yang diunggah sebuah akun belajar merasa senang, <u>ada banyak manfaat yang saya dapatkan yaitu kosa kata baru, penggunaan atau grammar yang benar, serta pengucapannya yang benar seperti apa.</u> Jadi sambil scroll Instagram saya bisa belajar tidak hanya bermain social media tanpa sadar menambah pengetahuan vocabulary ku.” (EP, 16 October 2023).</p>	√		

4.	<p>“Setelah membaca konten belajar vocabulary saya senang karena <u>menambah pengetahuan karena terkadang saya sendiri lebih suka hal-hal yang hiburan receh tapi dengan melihat konten carousel Instagram yang inovatif, variatif seperti itu lebih tertarik untuk scrolling vocabulary. Kan suka muncul di explore Instagram ku. Kadang aku memberi umpan balik di kolom komentar dan kadang aku juga pakai untuk komunikasi dengan teman saat cahttingan atau bercanda-bercanda, dengan teman. Jadi pengetahuan yang saya miliki tidak hanya vocabulary tapi juga speaking, reading, writing dan grammar ku kak” (NF, 16 October 2023)</u></p>	√		
5.	<p>“Saya merasa senang karena setiap kali saya membaca konten belajar vocabulary berarti saya</p>		√	

	<p>mempelajari vocabulary baru.</p> <p>Dengan gambar sebagai dukungan bisa membuat konten lebih menarik dan saya dapat memahaminya dengan mudah” (AW, 17 October 2023)</p>			
6.	<p>“Merasa menyenangkan belajar dengan instagram carousel content ini, ternyata banyak sekali kosa kata yang belum dipahami dan penggunaanya. Dan ternyata <u>di Instagram juga sudah memiliki fitur translate seperti pada caption,itu sangat membantu ya, jadi harus tetap menggunakan Bahasa yang benar jadi dapat menambah ilmu kosa kata yang bertambah, grammar yang benar juga cara penulisan yang tepat seperti apa.”.</u></p> <p>(ENL, 16 October 2023).</p>		√	
7.	<p>“Perasaan saya senang dan cukup membantu vocabulary saya ya saya juga merasa terabantu dengan</p>		√	

	<p><u>adanya konten yang variatif berbeda tema setiap diupload jadi membangun rasa penasaran di setiap konten baru yang diupload banyak kosa kata yang tertera jadi saya terdorong untuk belajar karena konten baru yang diunggah tersebut dapat meningkatkan rasa penasaran saya.” (EAW, 20 October 2023).</u></p>		
8.	<p><u>“Kan kalau di Instagram banyak sekali ya konten belajar jadi merasa bingung karena banyak bahan pembelajaran yang diunggah akun belajar, tetapi itu tidak membebani justru jadi referensi belajar. Saya senang karena terbantu, ada kesenangan tersendiri juga setelah membaca postingan materi belajar yang diunggah, memudahkan belajar tentang kosakata”. (FP, 16 October 2023).</u></p>	√	
9.	<p><u>“Tindakan yang saya lakukan biasanya membuat catatan pribadi,</u></p>		√

	<p><u>memberi tanggapan terkait materi yang di-post, mungkin bisa saling berbagi postingan dengan teman untuk saling membantu memahami kosa kata tersebut sih kak, kadang di slide terakhir carousel content ada kuisnya kan ya, aku berpartisipasi dalam kuis terkait kosa kata tersebut gitu kak</u>". (FK, 16 October 2023).</p>			
10.	<p><u>"Kalau aku setelah membaca postingan akun belajar itu di screenshot, sometimes kalau literally penting banget aku tulis di notes hp ku atau catatan dan biasanya aku praktikan ya walaupun nggak semuanya sih"</u>. (AF, 17 October 2023).</p>			√
11.	<p><u>"Biasanya saya akan segera membuat catatan saat menemukan vocabulary baru dari postingan yang saya baca. Sehingga memudahkan saya dalam mengingat-ingat kosa kata baru"</u></p>			√

	<p><i>yang saya dapatkan. Mempelajari berbagai kosa kata baru adalah hal yang wajib apalagi untuk mahasiswa jurusan Bahasa.” (AW, 17 October 2023).</i></p>			
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D. APPENDIX 4 : Interview Script

Interview 1 with NF

Researcher : Assalamualaikum wr wb. Selamat pagi, disini saya akan mewawancarai tentang persepsi siswa terhadap penggunaan Instagram carousel content dalam pembelajaran penguasaan kosa kata Bahasa Inggris. Mohon bantuannya ya dek. Pertanyaan pertama, apakah anda mengikuti akun belajar Bahasa Inggris di Instagram?

NF : Kalau aku sih ngefollow nya @lcenglish, @englishvit itu dua dua nya yang menurut aku kalau meng-upload materi mudah dipahami terus ga bosan gitu kak konten belajarnya

Researcher : Bagaimana respon anda setelah belajar vocabulary menggunakan Instagram carousel content?

NF : Menurut aku sih, efisien ya, karena kita cuma baca dan lihat arti setiap kosa kata baru kemudian di like postingannya. Lebih kerekam di otak. Langsung mudah dipahami.

Researcher : Kemudian pengetahuan apa saja yang anda dapatkan dengan adanya konten belajar yang diunggah di Instagram carousel content?

NF : Tentunya pengetahuan kosa kata baru ku bertambah ya kak, terus aku, terus ikut mengerjakan kuis yang ada di konten yang diupload jadi mengasah pengetahuan kemampuan writing juga.

Researcher : Bagaimana pendapat anda tentang pembelajaran vocabulary Bahasa Inggris menggunakan Instagram carousel content?

NF : Kalau menurut saya karena saya sering scrolling social media bisa 3 jam lebih dalam sehari. Karena dengan menyimak dan mengscrolling lewat social media lebih cepat masuk ke ingatan saya. Kalau buat aku Instagram carousel content ini membantu mengingat vocabulary saya, karena saya sering membuka Instagram jadi kita tidak sadar menghabiskan waktu untuk bersantai bermain social media tapi sambil belajar. Banyak kosa kata yang aku pelajari di Instagram, lebih efektif, lebih variasi vocabulary saya yang kemudian saya praktikkan dengan menulis comment dipostingn akun belajar.

Researcher : Kalau penggunaan Instagram carousel content dalam pembelajaran vocabulary Bahasa Inggris itu menurut anda gimana?

NF : Lebih efektif, dan lebih mudah di simak belajar menggunakan Instagram carousel content lebih bervariasi vocabulary saya gitu.

Researcher : Bagaimana persepsi anda tentang penggunaan Instagram carousel content dalam pembelajaran listening dan speaking kosakata Bahasa Inggris?

NF : Pengucapan maksudnya ke speaking skills kita ya kak? Kalau itu kurang sih ya, lebih prefer ke video bukan gambar visual kalo aku pribadi

Researcher : Pertanyaan selanjutnya, bagaimana persepsi anda tentang penggunaan Instagram carousel content dalam mempelajari arti kosakata yang dibaca?

NF : Kalau buat aku membantu Instagram ini membantu meningkatkan vocabulary ya, karena sering membuka Instagram jadi kita secara tidak sadar menghabiskan waktu untuk bersantai bermain social media tapi sambil belajar. Banyak kosa kata yang aku pelajari di Instagram

Researcher : Bagaimana persepsi anda terhadap Instagram carousel content dalam menerapkan penggunaan kosakata yang benar?

NF : Sangat bagus dalam menerapkan penggunaan kosa-kata pada setiap konten carousel yang diunggah, ini kan konten yang digeser itu kan. Yang membuat menarik setiap slide saling terhubung dan biasanya di akhir slide ada kuis nya. Jadi aku tertarik dengan konten tersebut. Dan memberi komentar di postingan nya.

Researcher : Bagaimana pandangan anda setelah membaca postingan pembelajaran vocabulary yang diunggah di Instagram carousel content?

NF : Sangat sesuai karena related sama anak muda zaman gen Z kan social media abis.

Researcher : Bagaimana perasaan anda setelah membaca konten belajar vocabulary yang diunggah oleh sebuah akun belajar di Instagram carousel content?

NF : Setelah membaca konten belajar vocabulary saya senang karena menambah pengetahuan karena terkadang saya sendiri lebih suka hal-hal yang hiburan receh tapi dengan melihat konten carousel Instagram yang inovatif, variatif seperti itu lebih tertarik untuk scrolling vocabulary. Kan suka muncul di explore Instagram ku. Kadang aku memberi umpan balik di kolom komentar dan kadang aku juga pakai untuk komunikasi dengan teman saat chatting atau bercanda-bercanda,dengan teman. Jadi pengetahuan yang saya miliki tidak hanya vocabulary tapi juga speaking, reading, writing dan grammar ku kak.

Researcher : Tindakan apa yang anda lakukan setelah membaca postingan akun belajar di Instagram dalam pembelajaran penguasaan kosakata Bahasa Inggris?

NF : Kadang aku comment di postingan untuk memberi umpan bali, kadang kan ada kuis di bagian carousel content yang diupload bagian akhir slide, jadi aku ikut mengerjakan kuis tersebut sebagai latihan. Kemudian kalau ada kosa kata yang tidak tahu aku membuka google translate.

Researcher : Okay, terimakasih banyak sudah menjawab seluruh pertanyaan dari saya.

Interview 2 with FK

Researcher : Assalamualaikum wr wb, selamat pagi dek. Disini saya akan mewawancarai terkait penelitian saya tentang persepsi siswa terhadap penggunaan Instagram carousel content untuk pembelajaran vocabulary Bahasa Inggris. Okay langsung saja ya, apakah anda amengikuti akun belajar vocabulary di Instagram?

FK : Banyak sih kak kayak @flipenglishparaae, @dailybahasainggris, @mr.bobkampunginggris, @ieltspresso, @jagobahasa.com, @kampunginggrislc yang sering aku kepoin akunnya kak, sering banget update materi belajar nya.

Researcher : Apa yang membuat anda tertarik untuk belajar vocabulary di Instagram caruosel content?

FK : Yang membuat saya tertarik untuk belajar menggunakan Instagram carosuel content dan mengfollow akun belajar di Instagram karena menurut saya sebagai platform berbasis gambar sehingga meningkatkan keterlibatan siswa melalui konten visual, memudahkan akses untuk belajar, akun-akunnya menyediakan beragam konten menarik untuk belajar terutama belajar vocabulary, materi belajar dapat diakses kapan saja, fleksibilitas. Instagram carousel content dapat untuk mengadakan tantangan kosakata dan

kuis dalam fitur Instagram carousel content yang diunggah dalam fitur feed.

Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?

FK :Instagram carousel content bisa disebut sebagai metode pembelajaran sebagai pendekatan inovatif, because sebagai platform berbasis gambar dan video sehingga meningkatkan keterlibatan siswa melalui konten visual, dapat diakses kapan saja, menyajikan berbagai konten dengan memanfaatkan fitur untuk memenuhi gaya belajar per siswa yang berbeda. Instagram carousel content dapat untuk mengadakan tantangan kosakata dan kuis dalam fitur Instagram carousel content yang diunggah dalam fitur feed.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

FK : Dengan adanya keterlibatan visual dapat membantu memperjelas arti kosakata dan memudahkan pemahaman, memungkinkan pembuatan konten interaksi, mengakses konten yang mudah untuk mendukung pembelajaran mandiri, bisa mencocokkan gaya belajar yang berbeda

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

- FK : Tentunya pengetahuan kosa kata baru kemudian reading skills nya bisa meningkat dengan membaca-membaca postingan tersebut
- Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?
- FK : Tindakan yang saya lakukan biasanya membuat catatan pribadi, memberi tanggapan terkait materi yang di-post, mungkin bisa saling berbagi postingan dengan teman untuk saling membantu memahami kosa kata tersebut sih kak, kadang di slide terakhir carousel content ada kuisnya kan ya, aku berpartisipasi dalam kuis terkait kosa kata tersebut gitu kak.
- Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?
- FK : Instagram carousel content bisa disebut sebagai metode pembelajaran sebagai pendekatan inovatif, because sebagai platform berbasis gambar dan video sehingga meningkatkan keterlibatan siswa melalui konten visual, dapat diakses kapan saja, menyajikan berbagai konten dengan memanfaatkan fitur untuk memenuhi gaya belajar per siswa yang berbeda. Instagram carousel content dapat untuk mengadakan tantangan kosakata dan kuis dalam fitur Instagram carousel content yang diunggah dalam fitur feed.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

FK : Dengan pembelajaran menggunakan visual gambar melalui Instagram carousel content ini aku juga melatih pengucapan kosa kata ku, Kadang kayak misal lagi membaca postingan yang lewat beranda dengan suara, kadang juga kalau aku nggak tahu pengucapannya gimana aku coba cek via google voice atau google translate itu aku pencet voice nya kak.

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

FK : Senang sekali mempelajari kosa kata atau belajar dengan materi yang baru terlebih jika kontennya informatif, interaktif, dan mendidik sejauh mana postingan tersebut sesuai dengan tujuan pembelajaran saya dan gaya pembelajaran yang saya pilih. Membuat saya lebih mudah untuk mengingat materi, terbiasa dengan kosa kata asing yang saya temukan di Instagram, meningkatkan keterlibatan pembelajaran yang aktif pengetahuan saya bertambah luas karena terbiasa dengan kosa kata Bahasa Inggris yang saya dapatkan ketika belajar dengan Instagram carousel content.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

FK : Sangat efektif untuk menambah jumlah kosakata baru dengan pendekatan bertahap dengan menyajikan beberapa kata dalam 1 postingan carousel yang diunggah, konten yang disusun secara interaksi, dengan penggunaan gambar membantu visualisasi arti kosakata serta memperkaya pengalaman belajar.

Researcher : Baik, terimakasih ya dek sudah menjawab seluruh pertanyaan dari saya

Interview 3 with ENL

Researcher : Selamat pagi, disini saya akan mewawancari anda terkait penelitian saya tentang persepsi siswa terhadap penggunaan Instagram carousel content untuk pembelajaran vocabulary Bahasa Inggris, okay langsung ke pertanyaan pertama apakah anda mengikuti akun belajar vocabulary di Instagram?

ENL : @vlev.id terus @kampuninggrislc itu sih mbak yang aku follow, tapi untuk belajar vocabulary prefer ke @kampuninggrsilc sih dari dulu aku sudah mengfollow.

Researcher : Kemudian apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?

ENL : Karena zaman sekarang orang lebih suka bermain sosial media daripada belajar, jadi perlu inovasi untuk meningkatkan vocabulary dengan cara yang menyenangkan, salah satunya dengan Instagram carousel content. Karena saya juga mengikuti akun belajar Bahasa Inggris di Instagram dan yang sering saya jumpai dimana memahaminya juga cukup mudah, itu lebih menyenangkan daripada hafalan kosa kata sendiri.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

ENL : Menurutku ide yang bagus, karena zaman sekarang orang lebih suka bermain sosial media daripada belajar, jadi perlu inovasi untuk meningkatkan vocabulary dengan cara yang menyenangkan salah satunya dengan Instagram carousel content.

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

ENL : Jadi banyak tau arti dari kosa kata yang aku peroleh di Instagram

Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?

ENL : Konten Bahasa Inggris paling sangat sering saya jumpai di Instagram merupakan konten carousel, dimana memahaminya juga cukup mudah

Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?

ENL : Aku biasanya tulis di notebook kecil kata beserta artinya

Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

ENL : Merasa menyenangkan belajar dengan instagram carousel content ini, ternyata banyak sekali kosa kata yang belum dipahami dan penggunaannya. Dan ternyata di Instagram juga sudah memiliki fitur translate seperti pada caption, itu sangat membantu ya, jadi harus tetap menggunakan Bahasa yang benar jadi dapat menambah ilmu kosa kata yang bertambah, grammar yang benar juga cara penulisan yang tepat seperti apa.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

ENL : Sangat membantu, terlebih lagi dibuat dengan short video menggunakan reels lebih mempermudah memahami dan menghafal kosa kata baru

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

ENL : Kurang sih ya, kan Instagram carousel content berupa gambar ya, kalau untuk listening sih terlebih lagi dibuat dengan short video

menggunakan reel lebih mempermudah memahami dan menghafal kosa kata baru

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

ENL : Merasa banyak sekali kosa kata yang belum dipahami dan penggunaannya. Setelah menggunakan Instagram carousel content jadi membantu buat nambah kosa kata ku.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

ENL : Kan Instagram juga sudah memiliki fitur translate seperti pada caption dan story, jadi harus tetap menggunakan bahasa yang benar

Researcher : Okay terimakasih banyak ya dek sudah menjawab pertanyaan wawancara dari saya.

Interview 4 with EAW

Researcher : Assalamualaikum wr wb, selamat pagi, sebelumnya terimakasih sudah meluangkan waktunya untuk wawancara terkait penelitian saya ini tentang persepsi siswa terhadap penggunaan Instagram carousel content dalam pembelajaran vocabulary Bahasa Inggris. Okay langsung saja ya, apakah anda mengikuti akun belajar vocabulary di Instagram?

EAW : Aku ada ngefollow @kampuninggrislc soalnya kontennya banyak ya terus bervariasi kak.

Researcher : Pertanyaan selanjutnya, apa yang membuat anda tertarik belajar vocabulary melalui Instagram carousel content?

EAW : Karena tampilan feed Instagram carousel content nya yg menarik dan materi yang ada sangat mudah dipahami.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

EAW : Menurut saya belajar melalui Instagram carousel content merupakan hal yang bisa dibilang efektif, karena jika di instagram itu tampilan postingan mereka pasti akan di tata dengan menarik sehingga kita sebagai pembaca juga pasti akan sangat lebih senang dan mudah untuk memahami materi.

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

EAW : Mengetahui banyak istilah baru yang belum aku dapat ketika belajar dikelas.

Researcher : Bagaimana pendapat anda tentang pembelajaran kosakata Bahasa Inggris menggunakan Instagram carousel content?

EAW : Menurut saya itu hal yang mungkin bisa dibilang efektif untuk pembelajaran karena setiap hari pasti kita akan selalu membuka media sosial yang kita punya salah satunya instagram, dengan melihat postingan yang diunggah oleh akun belajar pasti kita akan melihat dan sedikit demi sedikit memahami isi dari postingan mereka.

Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?

EAW : Kalau aku pribadi akan mengingat tentang isi dari konten postingan tersebut

Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

EAW : Membangun kosa kata baru dalam postingan itu sangat penting agar sebagai pembaca kita bisa mendapatkan dan meningkatkan vocabulary baru di setiap harinya

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

EAW : Cukup meningkatkan vocabulary saya karena biasanya konten yang diposting itu adalah kata-kata yang biasa digunakan sehari-hari sehingga sangat bermanfaat sekali

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

EAW :

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

EAW : Perasaan saya senang dan cukup membantu vocabulary saya ya saya juga merasa terbantu dengan adanya konten yang variatif berbeda tema setiap diupload jadi membangun rasa penasaran di setiap konten baru yang diupload banyak kosa kata yang tertera jadi saya terdorong untuk belajar karena konten baru yang diunggah tersebut dapat meningkatkan rasa penasaran saya.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

EAW : Karena sebagian besar dari kita yang mengikuti akun tersebut adalah orang yang ingin belajar, jika konten yang di unggah tidak runtut ataupun terstruktur itu malah membuat kita akan menjadi tambah bingung sehingga malah tidak bisa meningkatkan pengetahuan kita.

Researcher : Emmm okay terimakasih sudah menjawab seluruh pertanyaan dari saya ya.

Interview 5 with FP

Researcher : Assalamualaikum wr wb, terimakasih sudah bersedia saya wawancarai terkait penelitian saya presepsi siswa terhadap penggunaan Instagram carousel content dalam pembelajaran vocabulary Bahasa Inggris, ada beberapa pertanyaan yang ingin saya tanyakan, yang pertama apakah anda mengikuti akun belajar vocabulary di Instagram?

FP : Akun @lcenglish, @englishvit sih kak yang aku follow soalnya kontennya sesuai dengan yang aku suka, terus mudah dipahami isinya

Researcher : Kemudian apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?

FP : Karena aku sering bermain social media jadi biar ada dampak positifnya dari aku yang suka scroll sosial media itu sambil belajar juga. Jadi aku mengikuti akun belajar di Instagram sebagai bahan belajar sambil bermain social media.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

- FP : Itu ide yang bagus, apalagi konten yang di Instagram carousel itu bervariasi dan tidak membosankan
- Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?
- FP : Penyusunan kosakata itu, terus jadi bisa diterapkan di kehidupan sehari-hari bila perlu kayak buat chatting sama temen gitu kak kita bisa pakai Bahasa Inggris biar gaul.
- Researcher : Bagaimana pendapat anda tentang pembelajaran kosakata Bahasa Inggris menggunakan Instagram carousel content?
- FP : Karena vocabulary itu penting ya kalau ada sumber pendukung untuk belajar vocabulary ya bagus sih kak. Bisa belajar vocabulary sambil rebahan nggak dikelas terus hehe.
- Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?
- FP : Mengingat, membuat catatan, terus mempraktikkan tapi nggak semuanya juga. Biasanya di postingan ada quiz aku iseng ngerjain juga kak.
- Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

FP : Di dalam Instagram carousel content nya bervariasi ya kak, seperti yang vocabulary itu yang bikin menarik dan kata yang bervariasi seperti membalas thank you tidak harus your welcome, bisa anytime. Jadi saya lebih mudah menyimak dan menghafal kayak misal pakai Bahasa itu untuk chattingan dengan teman jadi vocabulary saya menambah deh, karena sering banget aku membuka Instagram dan jadi ada pengaruh positif insatgram bagiku untuk belajar tidak hanya untuk selfie saja.

Researcher : Jadi banyak manfaat positif nya ya, kemudian bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

FP : Makna kosa kata ya kak? Kan setiap konten belajar yang diunggah itu mudah dipahami karna to the point gitu gimana ya jelasin nya pokoknya itu membuat mudah belajar makna setiap kosa kata yang aku baca.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

FP : Kalau listening lebih ke video atau audio lewat music lebih bagus ya kalau lewat gambar atau tulisan ini kurang setuju aku.

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

FP : Jadi mudah diingat kak soalnya sesuai dengan aku yang kurang suka membaca yang long text gitu, kan di konten carousel Instagram ini dibuat menarik, simple, dan mudah diingat.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

FP : Dalam menerapkan penggunaan kosakata yang benar, terkadang aku perlu mencari tahu konteks yang digunakan oleh penulis.

Researcher : Baik, terimakasih sudah meluangkan waktu untuk saya wawancarai.

Interview 6 with AW

Researcher : Selamat siang, sebelumnya terimakasih sudah bersedia untuk saya wawancarai, disini ada beberapa pertanyaan terkait penelitian saya tentang persepsi siswa terhadap penggunaan Instagram carousel content dalam pembelajaran vocabulary Bahasa Inggris, pertanyaan pertama

AW : Yang aku follow @kampuninggrislc, @englishvocabulary, kan aku follow biar pas scroll gitu muncul diberanda, tapi kadang aku juga kepoin akunnya belajar lain juga sih kak.

Researcher : Apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?

AW : Karena kamus vocabulary saya masih sedikit serta tidak adanya waktu untuk mengikuti les, jadi saya memutuskan untuk mengikuti akun belajar English. Alasan lainnya adalah karena akun belajar di instagram cara penyampaiannya menarik dan biasanya dilengkapi dengan animasi yang mudah dimengerti.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

AW : Menurut saya itu cukup bermanfaat, apalagi untuk saya yang juga aktif di ormawa sehingga tidak ada cukup waktu untuk les, belajar melalui instagram bisa menjadi alternatif yang baik.

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

AW : Ketika terdapat kosakata-kosakata bahasa Inggris, saya sudah familiar dengan itu dan saya tidak perlu bantuan kamus atau google translate.

Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?

AW : Menurut saya karena kamus vocabulary saya masih sedikit serta tidak ada waktu untuk mengikuti les, jadi saya memutuskan untuk mengikuti akun belajar English. Saya bisa belajar vocabulary dimana saja kapan saja, bahkan dengan sambil bermain medsos bisa dengan belajar menambah vocabulary saya. Dengan adanya akun belajar di Instagram cara penyampaiannya menarik dan biasanya dilengkapi dengan animasi yang diunggah dengan fitur carousel content yang mudah dimengerti. Belajar melalui Instagram bisa menjadi alternative yang baik.

Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?

AW : Biasanya saya akan segera membuat catatan saat menemukan vocabulary baru dari postingan yang saya baca. Sehingga memudahkan saya dalam mengingat-ingat kosa kata baru yang saya dapatkan. Mempelajari berbagai kosa kata baru adalah hal yang wajib apalagi untuk mahasiswa jurusan Bahasa.

Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AW : Sebenarnya terkadang kurang maksimal untuk menambah kosakata karena untuk beberapa akun, kontennya hanya di reupload dengan kemasan baru. Namun disisi lain ini adalah hal yang bagus karena dapat membantu pembaca untuk mengingat kembali isi konten sebelumnya dan membuat pembaca menjadi lebih ingat dengan kosakata tersebut.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

AW : Mempelajari kosakata dari instagram menurut saya cukup mudah karena melalui instagram kebanyakan konten belajar vocabulary menggunakan gambar atau video yang dapat membuat pembaca merasa tertarik dan tidak bosan.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

AW : Kalau speaking ya bisa membantu ya kalau kita membaca konten yang diunggah kan pas kita baca sama aja melatih kemampuan speaking kita, tapi kalau listening kurang setuju

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AW : Saya merasa senang karena setiap kali saya membaca konten belajar vocabulary berarti saya mempelajari vocabulary baru. Dengan gambar sebagai dukungan bisa membuat konten lebih menarik dan saya dapat memahaminya dengan mudah.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

AW : Aplikasi Instagram untuk masalah ini cukup bagus, karena ada banyak sumber/ akun yang membuat konten pembelajaran, jadi kita bisa melihat dan memfilter penjelasan dari beberapa akun yang berbeda, sehingga bisa menarik kesimpulan apakah postingan itu benar atau tidak

Researcher : Okay, terimakasih ya dek. Cukup sekian wawancara dari saya.

Interview 7 with AAM

Researcher : Selamat siang, disini saya akan mewawancarai anda terkait penelitian saya tentang persepsi siswa terhadap penggunaan Instagram carousel content dalam pembelajaran vocabulary Bahasa Inggris, mohon bantuannya ya. Pertanyaan pertama apakah anda mengikuti akun belajar vocabulary di Instagram?

AAM : Iya kak aku follow @kampuninggrislc, dan @speakingpartner. Tapi itu kalo buat yang vocabulary lebih ke yang @kampuninggrislc.

Researcher : Apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?

AAM : Itu tadi kan aku suka scroll akun Instagram jadi kita bisa belajar menemukan kosa kata baru tanpa harus ada niat dulu untuk belajar gitu loh, jadi kayak secara nggak sadar kita tuh belajar.

Researcher : Jadi, kita menghabiskan waktu untuk sosial media tapi sambil belajar gitu ya? Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

AAM : Aku sendiri tertarik, menarik ya karena disitu banyak banget ternyata kosa kata yang belum aku tahu terus juga dengan konten tersebut kosa kata yang pernah aku tahu ternyata aku sempat lupa, itu bisa mengingatkan kembali.

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

AAM : Writing meningkat juga dengan belajar vocabulary di Instagram, mempraktikannya langsung comment diposting akun belajar tersebut, terus reading juga meningkat kan membaca postingan itu meningkatkan pengetahuan reading, terus apa ya, itu sih aku rasa mbak.

Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?

- AAM : Karena konten tersebut menarik, nggak hanya kita bermain social media tidak hanya disibukkan dengan foto-foto kehidupan orang-orang tetapi juga kita bisa belajar dengan itu.
- Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?
- AAM : Itu sih aku tulis, aku catat, nanti itu kan bisa di lihat-lihat lagi. Kalau akhir-akhir ini cuman aku inget-inget aja sih.
- Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?
- AAM : Aku sendiri tertarik, menarik ya karena setelah membaca dan me buka postingan akun pembelajaran vocabulary disitu banyak banget ternyata kosa kata yang belum aku tahu, terus juga ada kosa kata yang pernah aku tahu aku sempat lupa itu bisa meningkatkan kembali. Kalau buat aku sendiri belajar vocabulary dengan Instagram ini sesuai dengan aku, membantu ya, karena bisa meningkatkan vocabulary aku dan sesuai dengan hal yang berkaitan dengan keseharianku.
- Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

AAM : Mengenai arti kosa kata nya biasanya kalau selesai baca artikel gitu kan nemu kosa kata baru yang aku belum tahu, nah biasanya pas aku scroll akun belajar di Instagram itu secara nggak sengaja konten tersebut membahas kata-kata yang aku nggak paham tadi, kemudian aku tulis di notes atau buku biar aku bisa ingat-ingat lagi, jadi itu membantu aku sih.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

AAM : Listening kalau kebetulan konten tersebut diunggah nya pakai tambahan fitur audio itu ya bisa juga mbak tapi kalau hanya gambar dan tulisan tidak cocok untuk melatih listening, kalau speaking kan kayak kita membaca postingan tersebut membaca pelan itu speaking kita juga bisa meningkat aku rasa.

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AAM : Menurut aku sangat membantu ya untuk menambah jumlah kosa kata Bahasa Inggris, apalagi bagi orang yang mungkin suka menghafal dengan cara itu dan juga kontennya kan simple mudah dimengerti.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

AAM : Kalau zaman sekarang kan postingan Instagram carousel content kita bisa lebih tahu kayak kosa kata itu dipakainya untuk situasi dan kondisi seperti apa.

Researcher : Emm terimakasih banyak sudah menjawab seluruh pertanyaan dari saya.

Interview 8 with AF

Researcher : Selamat sore, sebelumnya terimakasih sudah meluangkan waktu untuk saya wawancara terkait penelitian saya terkait persepsi siswa terhadap penggunaan Instagram carousel content untuk pembelajaran vocabulary Bahasa Inggris, okay pertanyaan pertama apakah anda mengikuti akun belajar vocabulary di Instagram?

AF : Aku ngikutin akun @kampuninggrislc kalau untuk belajar vocabulary dan akun-akun orang asing yang bikin akun untuk learn English, akun orang asing itu milik pribadi bukan kayak akun khusus belajar seperti kampuninggrislc, itu sih kak”

Researcher : Okay pertanyaan selanjutnya, apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?

AF : Tergantung orangnya sih, kalau orangnya menjadikan Instagram sebagai acuan dia belajar mungkin akan efektif. Tapi Instagram ini hanya sebagai support belajar atau sumber pendukung saja bukan sumber utama.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

AF : Karena menambah insight yang awalnya tidak tahu menjadi tahu, seperti singkatan-singkatan dalam Bahasa Inggris, istilah dalam Bahasa Inggris yang dikampus tidak dipelajari tetapi dari akun-akun tersebut dikasih tahu

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

AF : Banyak, kita bisa menulis essay dengan bagus karena punya banyak kosa kata. Kita belajar Bahasa Inggris butuh kosa kata yang banyak.

Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?

AF : Ini sebagai media pendukung untuk belajar sangat membantu.

Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?

AF : Kalau aku setelah membaca postingan akun belajar itu di screenshot, sometimes kalau literally penting banget aku tulis di notes hp ku atau catatan dan biasanya aku praktikan ya walaupun nggak semuanya sih.

Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AF : Sangat terbantu sih mbak, kayak ya itu tadi awalnya tidak tahu jadi tahu.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

AF : Ide yang bagus, sekarang kebanyakan orang lebih suka membaca lewat handphone ya daripada buku minat nya lebih banyak ke handphone, jadi ini sebuah inovasi yang bagus untuk sumber pendukung belajar vocabulary.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

AF : Tergantung orangnya, kalau pas membaca konten belajar itu sambil dibaca enggak cuman di tulis mungkin speaking nya bisa meningkat.

Kalau listening kan kita gabisa belajar listening cuman dari tulisan kak.

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AF : Karena menambah insight pengetahuan yang awalnya tidak tahu menjadi tahu, yang tidak dipelajari dikampus bisa didapat dari akun-akun belajar tersebut.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

AF : Selain sebagai intergritas akun tersebut itu juga mendukung sebagai followers nya untuk belajar jadi harus pakai vocabulary yang benar dan tepat.

Researcher : Okay terimakasih ya dek sudah menjawab pertanyaan terkait penelitian saya ini.

Interview 9 with AKL

Researcher : Selamat siang, terimakasih sudah bersedia untuk saya wawancarai, ada beberapa pertanyaan terkait penelitian saya tentang persepsi siswa terhadap penggunaan Instagram carousel content dalam

pembelajaran vocabulary Bahasa Inggris, pertanyaan pertama apakah anda mengikuti akun belajar vocabulary di Instagram?

AKL : Ada @englishacademy_id @belajar_bahasa.inggris terus iya, aku follow @kampuninggrislc, bagus untuk belajar Bahasa Inggris kalo menurutku pribadi kontennya menarik, terstruktur gitu sih kak.

Researcher : Apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?

AKL : Menurut saya, pembelajaran kosakata bahasa inggris melalui Instagram carousel content adalah pendekatan yang menarik, karena Instagram carousel content memungkinkan pengguna untuk belajar dengan konten yang menarik, sehingga memudahkan pemahaman kosa kata. Penggunaan Instagram carousel content untuk mempelajari arti kosa kata adalah cara yang efektif, karena gambar dapat memberikan konteks, membantu menghubungkan kata dengan maknanya dengan lebih baik.

Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?

AKL : Instagram carousel content dapat membangun kosa kata ku karena penyajian yang lebih variatif dan menarik pastinya membuat orang menjadi tertarik untuk membacanya serta dapat mengajarkan banyak kata dalam satu rangkaian konten.

Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?

AKL : Banyak mbak. Pengetahuan penggunaan tata Bahasa, penulisan kata yang benar, makna setiap kata ternyata ada yang nggak cuma satu aja makna dari kata itu, itu yang aku dapatkan dari belajar vocabulary menggunakan Instagram carousel content.

Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?

AKL : Menggunakan Instagram carousel content untuk mendukung pembelajaran vocabulary Bahasa Inggris adalah ide yang bagus karena formatnya menarik dan dapat menarik perhatian orang. Dan tentunya di zaman sekarang hampir semua orang pasti memiliki Instagram.

Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?

AKL : Setelah membaca postingan akun belajar di Instagram biasanya sih dapat mengulangi kosa kata, berlatih pengucapan kosa kata yang di peroleh kak.

Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AKL : Perasaan saya setelah membaca konten belajar vocabulary di Instagram akan bergantung pada kualitas kontennya. Jika informatif dan menarik, saya mungkin merasa termotivasi untuk belajar lebih lanjut.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

AKL : Penggunaan Instagram carousel content dapat meningkatkan vocabulary jika saya konsisten dalam mempelajarinya. Namun sayangnya saya kurang konsisten dan terkadang kalau sedang content seperti itu sering saya skip.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

AKL : Untuk saya pribadi menonton film dengan bahasa Inggris lebih efektif dibandingkan dengan postingan Instagram yang memuat vocabulary.

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AKL : Merasa senang dan tidak mudah bosan seperti membaca buku. Belajar dengan media sosial Instagram ini menyenangkan sesuai

dengan gaya belajar ku, yang santai tapi sambil belajar sambil menambah ilmu.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

AKL : Aplikasi Instagram bisa efektif untuk menerapkan penggunaan kosa kata yang benar, terutama jika kontennya disusun dengan baik dan mendukung latihan aktif.

Researcher : Okay makasih ya dek sudah menjawab pertanyaan-pertanyaan dari saya.

Interview 10 with AH

Researcher : Assalamualaikum wr wb, selamat pagi, sebelumnya terimakasih sudah meluangkan waktunya untuk wawancara terkait penelitian saya ini tentang persepsi siswa terhadap penggunaan Instagram carousel content dalam pembelajaran vocabulary Bahasa Inggris. Okay langsung saja ya, apakah anda mengikuti akun belajar vocabulary di Instagram?

AH : Aku follow @ quickenglishfluency, @english_vocabulary, @englishvit itu untuk pembelajarn bahasa Inggris yang biasanya lewat berandaku.

- Researcher : Apa yang membuat anda tertarik menggunakan Instagram carousel content untuk belajar vocabulary Bahasa Inggris?
- AH : Menurut aku kurang efektif, karena Instagram bukanlah platform yang dibuat khusus untuk pembelajaran bahasa jadi kurang rekomend, lebih prefer ke aplikasi atau web yang pembelajarannya terstruktur
- Researcher : Pertanyaan selanjutnya, bagaimana tanggapan anda dalam membangun kosakata baru melalui konten yang tersedia pada Instagram carousel content?
- AH : Karena konten yang diunggah bervariasi, beraneka ragam yang tidak membosankan itu membantu kita dalam membangun kosa kata baru. Jadi kosa kata yang dikuasai semakin banyak. Ini menjadi alternative yang bagus untuk memabangun kosa kata baru.
- Researcher : Pengetahuan apa saja yang anda dapat setelah mempelajari kosakata menggunakan Instagram carousel content?
- AH : Mengenal banyak istilah, slang kata Bahasa Inggris yang lagi trend di kalangan anak muda. Kemudian penyusunan kata.
- Researcher : Bagaimana pendapat anda tentang pembelajaran kosa kata Bahasa Inggris menggunakan Instagram carousel content?
- AH : Menguasai vocabulary bahasa Inggris sangat penting, sebagai pembaca rasa ingin tahu dari arti kosa kata dalam setiap postingan

ersebut sangat perlu. Bahkan nantinya dengan sering membaca konten pembelajarn bahasa Inggris dan menemukan kosa kata baru sebagai pembaca jadi akan lebih bisa menguasai kosa kata.

Researcher : Tindakan apa yang anda lakukan setelah membaca konten pembelajaran dalam pembelajaran vocabulary Bahasa Inggris?

AH : Biasanya aku memahaminya dan kemudian aku menulis di notes untuk diingat-ingat kembali.

Researcher : Bagaimana pandangan anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AH : Setelah membaca senang soalnya belajar sambil bermain social media tidak membuat cepat bosan, ternyata aku scroll social media Instagram ini sambil belajar tidak hanya membuang waktu saja. Ada manfaat sisi positif nya.

Researcher : Bagaimana presepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content terhadap makna kosa kata yang dibaca?

AH : Menurut saya baik tapi karena Instagram bukanlah platform yang dibuat khusus untuk pembelajaran bahasa jadi kurang rekomded, lebih prefer ke aplikasi atau web yang pembelajarannya terstruktur.

Researcher : Bagaimana persepsi anda terhadap penggunaan Instagram carousel content dalam listening and repeating pembelajaran vocabulary Bahasa Inggris?

AH : Karena kebanyakan instagram carousel content yang diunggah berupa gambar atau tulisan yang saling terhubung setiap slide, jadi ini kurang cocok untuk kita belajar listening. Saya rasa fitur reels video lebih cocok ya.

Researcher : Bagaimana persepsi anda setelah membaca unggahan konten pembelajaran di Instagram carousel content dalam mempelajari vocabulary Bahasa Inggris?

AH : Senang karena bisa menambah vocab dan pengetahuan saya.

Researcher : Bagaimana persepsi anda terhadap pembelajaran vocabulary Bahasa Inggris melalui Instagram carousel content dalam menerapkan penggunaan kosa kata yang benar?

AH : Karena biar lebih memudahkan pembaca ketika akan belajar kosa kata tersebut

Researcher : Oaky thank you ya dek udah menjawab pertanyaan wawancara dari saya.

APPENDIX 1 : Documentation

Figure 1 Interview with NF



Figure 2 interview with FK



Figure 3 interview with ENL



Figure 4 interview with EAW



Figure 5 interview with FP



Figure 6 interview with AW



Figure 7 interview with AAM



Figure 8 Interview with AF



Figure 9 Interview with AKL



Figure 10 interview with AH

