

A STUDY OF CEFR LEVEL B1 VOCABULARIES ON INSTAGRAM

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| ARTICLE INFO | ABSTRACT |
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| Received: Revised: Approved: | <i>Language competence is needed in this era because in this revolution industry 4.0 foreign companies can built their business in Indonesia. Therefore, as Indonesian generation must be ready to face this international competition using international languages. The purpose of the study is to Improve CEFR Level B1 Vocabularies Through Instagram. Research design used in this research was qualitative research. Literature study is carried out to obtain the necessary data by reading the literature sources. The data was collected from some English Instagram accounts in August 2022, the accounts are Bahasa Inggris Daily, Belajar_Bahasa.Inggris, Kampunginggrislc, bahasainggris, Englishtoday.bali, the result of this study is the accounts post some vocabulary, phrases/idioms for improving English skills by proving some information about proper vocabularies, synonym and how to apply them. Through Instagram, English learners can improve their vocabularies although not every account post English vocabularies that related to CEFR Level B1 Vocabularies. Conclusion of the study is Instagram can facilitates English Learners to improve their English skill.</i> |
| KEYWORDS | CEFR, Vocabularies, Level B1, Instagram |
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INTRODUCTION

In this revolution industry 4.0, some foreign companies can be established in Indonesia, the companies are in business, infrastructure, education, and trading. Therefore, as Indonesian generation must be ready to face this international competition using international languages. "English" is the basic need that must be mastered and studied by students, graduates or job seekers. Nowadays improving English skills can be done in various ways, with the ease of technology and increasing competition in the commercial education sector, the next generation of the nation should have many opportunities to improve their respective qualities.

Improving English Competence is not hard anymore because English language learners can improve their ability by using several ways and media such using technology, internet and media social. They can learn much easier, It is in line with Christianson, Hoskins, & Watanabe, (2009) in Wulandari (2019) that Technological media have been recently employed in language classes in order to achieve higher number of speaking practices outside the class.

Wulandari (2019) added that there are some scholars that had studied on psychological factors that contribute on EFL's speaking ability like Aydin (2001), Pasaribu & Harendita, (2018), Saint-Leger, 2009). They stated that there were some psychological factors that contributed on EFL's speaking ability such as self-confidence and anxiety, Anxiety might hinder learners to produce target language satisfactorily Language educators, in this case, they should be able to employ a task which can foster a sense of achievement to diminish the learners' speaking anxiety, which eventually will lead to the improvement of their self-confidence.

Nowadays, technology has very important points for every sector, Rasyiid et al (2021) cited from some scholars ((Maulina et al., 2019; Maulina et al., 2020; Maulina et al., 2021; Saputra et al., 2021)) explained that almost every human works of life are possessed by technology. For instance, in socializing issues, many platforms can be used to instantly gain information from society, known as social media. Social media platforms enable people to stay flexible to communicate, connect, and interact in this digital era.

Beside that to connect with other people or learners can use technological media. One of the technological media is Instagram. According to Zhang, (2013) in Ihsan dan Aulia (2020) and Rasyiid et al (2021) Instagram is a free photo and video sharing app available on Iphone and Android. Users can upload photos or videos and share them with their followers or with a group of friends. Users can also view, comment on, and like posts shared by their friends on Instagram. Instagram can be an alternative medium for language learning. Stojanović et al. (2019) in Rasyiid et al (2021) showed good numbers of results which could assume Instagram as a fabulous learning tool. It creates an exciting learning environment as well as attractiveness and extraordinary learning experience. Sesriani and Sukmawati (2019) in Rasyiid et al (2021) added that Instagram is recommended to utilize in order to learn English. It is because Instagram can motivate the learners to become active in speaking and, Instagram highly needs to develop due to its advantages and positive result as a potential digital learning tool.

Based on those reasons, this research aimed at investigating Improving CEFR Level B1 Vocabularies through Instagram. Instagram facilitates learners to improve their English. Therefore, the researchers are interested in studying Instagram's English learning

accounts with on CEFR Level for easy EFL learners' competence. The Research questions of this study is how improve CEFR Level B1 Vocabularies Through Instagram. The purpose of the study is to understand some Instagram accounts that provide vocabularies, to understand some vocabularies including CEFR Level

RESEARCH METHOD

1. CEFR

a. Definition of CEFR

According to Setyowati et al (2022) Adopted from some scholars that explained about CEFR, CEFR has become a very significant framework for the design of language curricula and the assessment of language learning outcomes not only in its home continent but around the world.

Rahayu and Bram (2020) stated that The Common European Framework of Reference (CEFR) provides a detailed description of the learner level. It is useful to be a document reference for academic practitioners, such as teachers, school directors, curriculum developers, material designers, syllabus designers, and proficient learners. CEFR provides levels similar to the beginner (A1 and A2 levels), intermediate (B1 and B2 levels), and advanced (C1 and C2 levels).

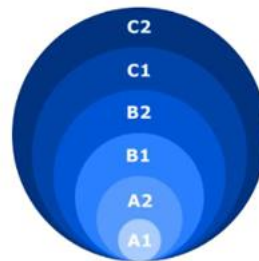


Figure 1. Six levels of Common European Frameworks of References for Languages (CEFR)

Sources: Anton & Yodi (2021)

b. Six Level Of CEFR

Six levels of Common European Frameworks of References for Languages (CEFR) according to Anton and Yodi (2021)

1. Themes for **A1 (Basic Learners)**: personal details, such as where they live and what they know, they can interact in a simple way provided with other people, talk slowly and clearly, and is prepared to corporate.
2. **A2** the learners can communicate and response some expression about *experience, basic personal and family information, shopping, places of interest, and employment, daily tasks, and direct exchange of information* on ordinary and usual matters. They can describe aspects of their past, environment, and matters related to their immediate needs in simple terms.

3. **B1 learners** refer to **independent users**. They can understand some standard issues such as *familiar, whether in work, study or leisure contexts*. They can also describe experiences, events, wishes and aspirations, and briefly justify opinions or explain plans.
4. **B2 learners** also refer to independent users of the language. They understand on both concrete and abstract topics, including technical talks in their field of specialization. They associate with a degree of fluency and tendency that obtain regular interaction with native speakers possible without strain for either party. They can also produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical matter giving the advantages and disadvantages of multiple options.
5. **C1** they can understand a large-scale range of more demanding, longer texts and acknowledge implicit meaning in them. They can express themselves fluently and spontaneously without much obvious searching for the proper expression. They can also use language flexibly and effectively for social, academic and professional purposes. They can provide a clear, well-structured, comprehensive text on complex subjects, showing accurate organisational patterns, connectors and cohesive materials.
6. **C2 learners** or proficient users of the language, and They can understand substantially everything they hear or read with dexterity. They can summarise information and arguments from different spoken and written sources and present them coherently and concisely. They can also express themselves spontaneously, fluently and precisely, differentiating more delicate shades of meaning even in more complex situations.

2. Vocabulary

Yusoff et al (2022) cited definition of vocabulary from some scholars such as (Schmitt & Schmitt, 2020; Stoffelsma, Spooren, winlaaru, & Antwi, 2020). According to those scholars Vocabulary is a fundamental component of learning any language, particularly as a second or foreign language, and plays an essential role in academic achievement.

Bram *et al* (2020) stated that Vocabulary is the total number of words that create a language.

Uchihara & Harada, (2018) in Yusoff et al (2022) added that measuring English competence can be seen from their vocabulary. It means that English learners will find problem without sufficient vocabulary for communication. Because according to Ali et al. (2012) in Yusoff et al (2022) English learners need the vocabulary to comprehend ideas when they have conversation, comprehend ideas when they read or hear which are crucial academic skills. Thus, having good vocabulary knowledge is an effective tool in learning a language and for academic success.

Here is English vocabulary profile wordlist

Table1: English vocabulary profile wordlist

| Level | Can-Do Statements | Nation's Test of word size equivalent to CEFR Level |
|-------|---|---|
| C2 | Can use idiomatic expressions and colloquialisms and shows awareness of connotative levels of meaning. | 7000-9000 words |
| C1 | Uses lexical repertoire; little obvious searching for expressions and has command of idiomatic expressions and colloquialisms. | 5000-6000 words |
| B2 | Has a good range of vocabulary for most general topics and can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. | 4000 words (2000-3000 high frequency words plus 000-2000 relevant technical vocabulary) |
| B1 | Has a sufficient vocabulary to express him/herself and can describe family, hobbies and interests, work, travel, and current events. | 2000-3000 high-frequency words |
| A2 | Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. | The most frequent 1000 word families |
| A1 | Has a basic vocabulary repertoire | 120 words and phrases from the survival vocabulary* |

Source: Yusoff et al (2022)

3. Vocabulary List of B1 Preliminary and B1 Preliminary for School.

According to Introduction to the B1 Preliminary Vocabulary List from Cambridge Assessment English, Word sets in addition to the words in the alphabetical list, Preliminary and Preliminary for Schools candidates are expected to know: 1) Cardinal numbers one, two, three, etc. 2) Ordinal numbers first, second, third, fourth, etc. 3) Days of the week Monday, Tuesday, etc. 4) Months of the year January, February, etc. 5) Seasons of the year spring, summer, autumn, winter, 6) Countries, languages and nationalities Names of countries, nationalities and languages, for example, Brazil/Brazilian, Canada/Canadian, China/Chinese, France/French, Ireland/Irish, India/Indian, Italy/Italian, Spain/Spanish, etc. 7) Continents Africa, Antarctica, Asia, Australia, Europe, North America, South America.

Here are some topics from Introduction to the B1 Preliminary Vocabulary List from Cambridge Assessment English:

Table 2: B1 Preliminary and B1 Preliminary for Schools Vocabulary List

| | | |
|--|----------------------|-----------------------|
| Clothes and Accessories | Colour | Places: Buildings |
| Communications and Technology | Education | Places: Countryside |
| Entertainment and Media | Environment | Places: Town and City |
| Food and Drink | House and Home | Services |
| Health, Medicine and Exercise | Language | Shopping |
| Hobbies and Leisure | Work and Jobs | Sport |
| Personal Feelings, Opinions and Experiences (Adjectives) | | |
| The Natural World | Travel and Transport | |
| Time | Weather | |

Sources: B1 Preliminary and B1 Preliminary for Schools Vocabulary List © UCLES
2021

4. Instagram

Instagram is one of the most favourite social media for teenager for sharing photos, video, news even private condition. Alkhowaiter (2016) in Rasyiid (2021) found various contentions for Instagram's benefit as business and marketing by saying Instagram is very practicing because it can run the store from home. Besides, it can present local and global marketing at once and procure various customers.

Instagram is a mobile application where users can post photos and videos with attached captions. in response to these posts, other users are encouraged to like, comment, and engage with one another (Trifiro, 2018:4) in Utomo and Bastiar (2020).

Research design used in this research was qualitative research. According to Fraenkel et al. (2012:426) in Utomo and Bastiar (2020), research studies that investigate the quality of relationships, activities, situations, or material are frequently referred to as qualitative research. Literature study is carried out to obtain the necessary data by reading the literature sources. The data was collected from some English Instagram accounts in August 2022, the accounts are Bahasa Inggris Daily, Belajar_Bahasa.Inggris, Kampunginggrislc, bahasainggris, Englishtoday.bali, The collected data were then analyzed qualitatively

RESULT AND DISCUSSION

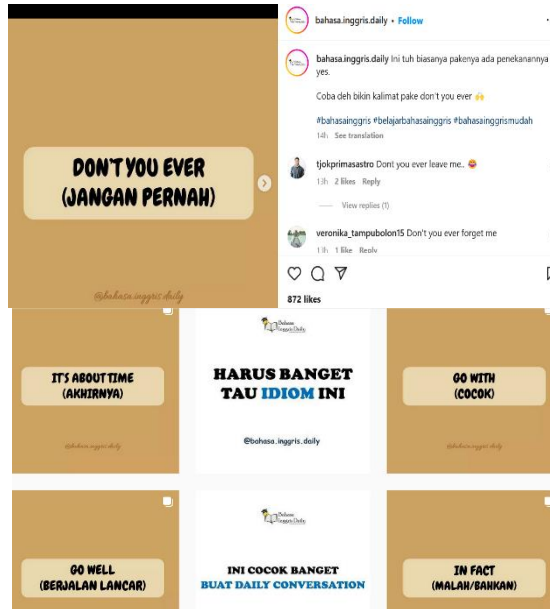
1. Result and Discussion

Technology facilitates English learners with easy and practical knowledges. English learners look for materials on Internet freely. It just needs English learners' responsibilities to use the facilities wisely. On of English learners' favorite social media on internet is Instagram. Language learners can share some information to public, experiences, quotes, photo, videos, and others on Instagram. Beside that it can be used for business, Alkhowaiter (2016) in Rasyiid (2021) found various contentions for Instagram's benefit as business and marketing by saying Instagram is very practicing because it can run the store from home. Besides, it can present local and global marketing at once and procure various customers.

Beside those beneficial functions of Instagram, language learners can improve their knowledge, grammar, ideas for discussion and even various vocabularies. They can improve their vocabularies therefore they can understand and comprehend both ideas and texts when they communicate and read. it it can be useful and beneficial if language leaners can use it wisely.

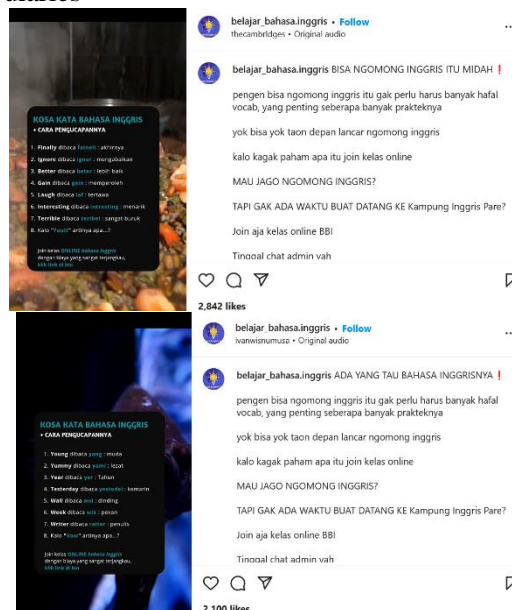
There are many English Instagram accounts, in this study, the writers examine these English Instagram accounts and the study was done in September 2022, the accounts are Bahasa Inggris Daily, Belajar_Bahasa.Inggris, Kampunginggrislc, Bahasa Inggris, Englishtoday.bali, this study is going to examine those account related to CEFR Level B1 Vocabularies Through Instagram.

The first account is Bahasa Inggris Daily, the account is not only offering an online English class, selling books, but also uploading some English phrase. The account invites people to practice their English by giving comment. Here are samples of the comment on the posted photo or video. Although the posted materials are good but the account does not share some vocabularies related to CEFR. The account focus on posting some phrases/idioms and their functions in sentences.



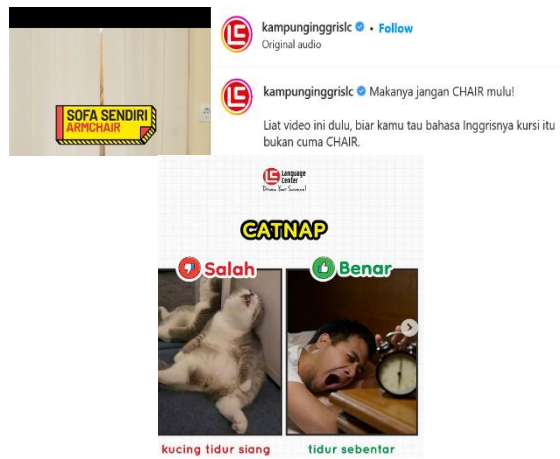
Sources: <https://www.instagram.com/bahasa.inggris.daily/>

Belajar_Bahasa.Inggris is an Instagram account that offering an online English Class. Besides offering the class, It also posts some phrases/ idioms, vocabularies and their meaning therefore the vocabularies can improve people who follow or read the posting. Based on the writers' study, the account posted some vocabularies related to CEFR Level B1 Vocabularies



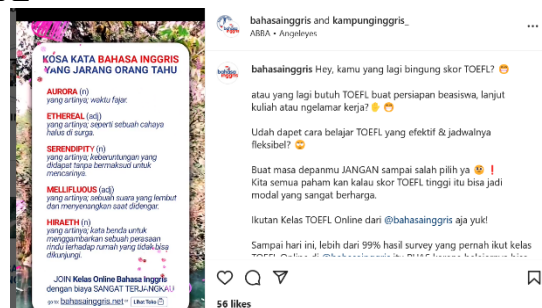
Sources: <https://www.instagram.com/p/CiSZ593JiZi/>

Kampunginggrislc account posts vocabularies that are related to CEFR Level B1 Vocabularies. Here are samples of vocabularies that related to CEFR Based on vocabulary wordlist in B1 Preliminary and B1 Preliminary for Schools (UCLES 2021), "young, yummy, year, yesterday, wall. Week, writer" and so fort. The third account is *Kampunginggrislc* account, it offers online English class as well and the account posts some vocabularies for language learners that are related to *CEFR Level B1 Vocabularies* such as annoyed, sometimes, fly/float, soddenly and so fort. The account explains some different types and names of something, like types of chairs, give samples to use some phrases, idioms. The account posts some videos as well related to conversations and best pronunciation.



Soueces: <https://www.instagram.com/p/Cid-TeLDqN7/>

The fourth account is *bahasainggris*, the account is an online English class that offers some program like "Kelas Online Bahasa Inggris, in Collaboration with English Institute, and TOEFL-Speaking-Grammar-English for Kids. The account posts some vocabulary, phrases/idioms for improving English skills especially some vocabularies for improving TOEFL





Sources: <https://www.instagram.com/p/ChMH8HaBNAd/>

The fifth account is *Englishtoday.bali*. The account posts some vocabulary, phrases/idioms for improving English skills by providing some information about proper vocabularies. Through this account English learners can improve their vocabularies especially *CEFR Level B1 Vocabularies*.



Sources: <https://www.instagram.com/englishtoday.bali/>

CONCLUSION

There are many English Instagram accounts post information/ knowledge for language learners to improve vocabularies, phrases/idioms, expressions, and proper words for communication skills. Although those accounts have not post specific vocabularies that are related to CEFR level especially *CEFR Level B1 Vocabularies*, the accounts support the learners to improve language skills.

Technology offers everything for users, but it has goodness and badness therefore learners must use technology wisely so that it can improve you skills and knowledge

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