INVESTIGATING GEN Z STUDENTS' PERCEPTIONS ON THE USE OF INSTAGRAM TO IMPROVE VOCABULARY

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LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/1439 H

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THESIS

Presented to
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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Palangka Raya, 16 Oktober 2018

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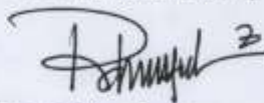
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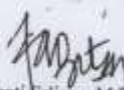Advisor II,

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PERSETUJUAN PEMBIMBING

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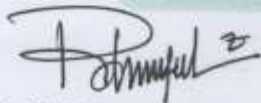Luqman Baehaqi, S.S., M. Pd
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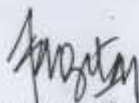ORN. 198308192015031001

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THESIS APPROVAL

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OFFICIAL NOTE

MOTTO AND DEDICATION

"MAXIMIZE THE PRAYER, MAXIMIZE THE ENTERPRISE, SURE THE BUSINESS UP AND LET ALLAH'S HAND DETERMINED"

This Thesis is dedicated to:

My beloved Parents Mulyono S. Ag., M.Pd and Mother Syarifah S. Ag., M. Pd., my brother Azhar Maulana and my sister Salma Azkiya for their valuable endless prayer, sacrifice, and support.   .

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 16th October 2018
Yours Faithfully

Muhammad Sandy Al Fath
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ABSTRACT

Alfath, M.S. 2018. *Investigating Gen Z students' perceptions on the use of Instagram to improve vocabulary* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) Luqman Baehaqi SS, M. Pd, M.Hum.; (II) Aris Sugianto M.Pd.

Key Words: Gen Z, Instagram, vocabulary improving

This study was aimed at knowing Gen Z students' perceptions in using Instagram as their learning environment platform to improve their vocabulary.

The research design was looked at by case study research method. The total of sample were 9 students in MAN KOTA Palangka Raya at X Mipa 2, XI Bahasa, XII Mipa 6. The instruments of collecting data were used questionnaires, Interview, and Observation. The data were analyzed by combining the three instrument finding

The results finding covered: 1) Instagram was included as the part of their learning style, which was called by Edutainment. Instagram was claimed by Gen Z students as the part of their learning styles. It has made them felling comfortable in learning English through Instagram. The students thought if the process of following some accounts has produced some input from every English creator contents' posting..(2) 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.

ABSTRAK

Alfath, M.S. 2018. *Investigasi persepsi pelajar Gen Z terhadap Instagram untuk menambah kosakata.* Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Luqman Baehaqi SS., M. Pd.; (II) Aris Sugianto M. Pd

Kata Kunci: Gen Z, Instagram, meningkatkan kosakata

Studi ini bertujuan untuk mengetahui persepsi Gen Z dalam penggunaan mereka terhadap Instagram yang mana sebagai platform untuk menambah kosakata.

Penelitian ini telah dilihat dari sisi metode study kasus. Total partisipan adalah 9 orang yang bersekolah di MAN KOTA Palangka Raya dan berada di kelas X Mipa 2, XI Bahasa, XII Mipa 6. Instrumen yang digunakan adalah angket, wawancara, dan observasi. Data diambil dari proses menggabungkan 3 bagian dari Instrumen.

Hasil penemuan menyangkut: 1) peningkatan kosakata melewati Instagram adalah bagian dari gaya belajar Gen Z yaitu Edutainment. Mereka mengatakan bahawa Instagram bagian dari cara belajar mereka. Hal itu mengolah Instagram sebagau platform yang nyaman untuk meningkatkan kosakata. Mereka berfikir bahwa dengan mengikuti akun Bahasa Inggris mereka mendapatkan Input. (2) Gen Z lebih menyukai content Bahasa inggris berbantuk video daripada media yang lain di Instagram. itu juga menunjukan bahwa Instagram menjadi cara input yang menarik.

ACKNOWLEDGMENTS

The writer would like to express hir sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

His appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.

2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M.Pd., for his invaluable assistance both in academic and administrative matters.

3. Chair of Department of Language Education, Santi Erliana, M.Pd., for his invaluable assistance both in academic and administrative matters.

4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.

5. Luqman Baehaqi S. S. M. Pd., the first advisor, for his valuable guidance, suggestion, and encouragement.

6. Aris Sugianto M. Pd., the second advisor, for his valuable guidance, suggestion, and encouragement.

7. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

8. All English lecturers and staff of IAIN Palangka Raya for their help and support.

9. All of students generation 2014 who has given the writer support and contribution.

10. All of students X Mipa 2, XI Bahasa, and XII Mipa 6 at MAN KOTA Palangka Raya who helped the researcher in completing the research.

11. Mr. Mulyono S. Ag., M. Pd and Mrs. Syarifah S. Ag., M. Pd his beloved parent, for every magnificent thing that he can not to mention one by one.

12. Azhar Maulana and Salma Azkiya his beloved sisters and brothers who always support and pray for him.

13. His best friends, Al Muzakir, Rizal Muttaqin and all of the LNJ club who always support and help the researcher in completing the requirement of the thesis.

14. Last, all of his friends who have helped the accomplishment of the thesis

The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya,   16th October 2018
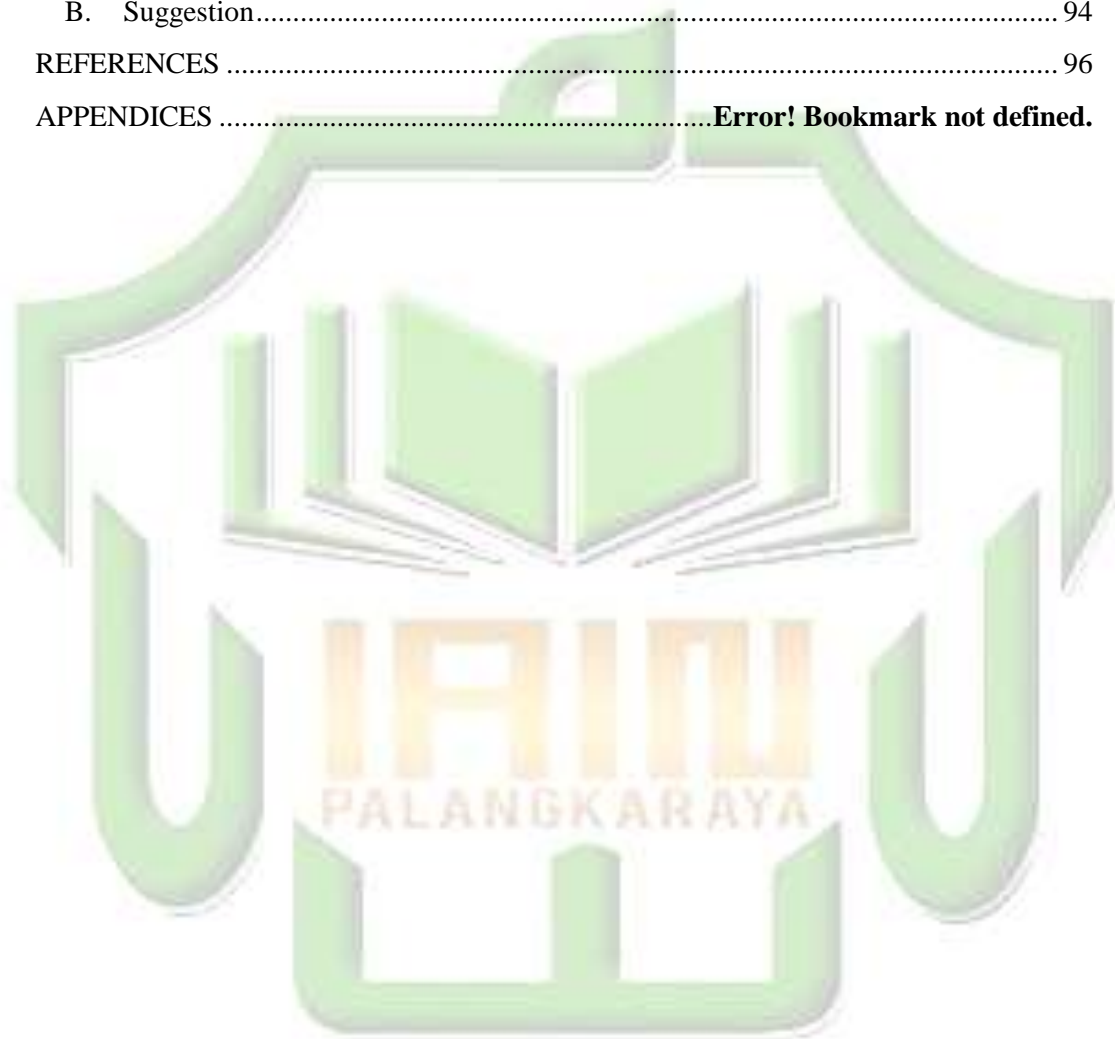
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CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research problem, the objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of Study

The 21st century especially in Language Educational Environment. They brought new generation which must be there in the new era. Also, in this era, many generations were appeared and dominated subject which also happen on the kind characteristics. They are a little bit different from the others generation especially in the learning method that affected by their habits. Sometimes, it brings up the embarrassment when facing them and they are called by Gen Z.

Kathleen and Eric (2016,p. 85) believe that "bridging the possible divide between older and younger generations can be stimulating and affords an opportunity to rethink who current students are and what they need and want as learners". According to Corey and Meghan in their book Gen Z goes to College (2015,p. 1) said that " Gen Z students might seem as if they are from foreign land. Judgmental attitudes, lack of understanding and stereotyping are barriers that might stand in the way of older generations in understanding this culture. Native to digital and online world, Gen Z will soon fully inhabit higher education and then workplace, taking on roles that will influence the physical world beyond the screen". According to this

statement, we know that Gen Z is having the differences in culture in many aspects, and also in English language learning aspect.

The canvas of language teaching and learning has experienced major changes in the decade of emerging technologies. Technology has transformed the field of higher education which has the great impact on the field of English as a Second Language (ESL) teaching. The use of various applications through computers and smartphones have paved the way for ESL instructors to innovatively shape their strategies and approaches in language teaching and learning. Furthermore, in a world with constant changes due to immediate access to information, the way language instructors conduct their courses must evolve and parallel to the new ways students learn (Mansor & Rahim, 2017,p. 107).

Teachers' information and communication technology competencies remain a crucial element for educational development. These can be understood as the suite of necessary skills and knowledge that teachers must possess in order to make more integrated use of these technological tools as educational resources in their daily practice (Cruz & Diaz, 2016, p. 98 citiced Suárez-Rodríguez, Almerich, & al., 2012). Not to mention Gen Z which is the generation that was born at Modern Era. The technology is one of the parts in their vivid which cannot integral in their daily life. One of study on Gen Z goes to College found that 100 percent of all Gen Z indicate being online at last one hour per day with nearly three – quarters of those within one hour of waking up. In that book also informing us ninety percent of online content

that exists today has been created in just past two years. With so much that can be accessed online, learning for Gen Z students are likely going to be more than just about the content they access, but also about the process in which they learn and comprehend it.

From previous arguments the researcher thought that the combination of unique characteristic senses of Gen Z and their habits based on Gen Z goes to College book also the others researches about Gen Z and the impact of Online in social media in EFL, the researcher try to seek another data about what platform of social media in nowadays, especially in Gen Z. More than 80 percents of Gen Z students use Facebook and Instagram as the platform which will be talked.

However, less research has focused on how Instagram can be used to enhance learners' proficiency, Throne (2008) Peterson (2009) and Zourou (2012) citiced by Kelly (2015, p. 2) said that " with Instagram being overwhelmingly popular this is an area which merits investigation as different socio–cultural learning tools result in different use and interactional patterns". However, Facebook is the most popular media social and much studies were explored, Instagram has emerged promisingly. According to simplymeasured.com (2013, para 1) explored that " Instagram is one of the fastest growing social networks in history. The mobile photo–sharing app, which launched in October of 2010, now boasts 200 million monthly active users, 60 million photos posted each day, and 1.6 billion likes per day. This incredible growth has shaken up the way social marketers think about visual

content and marketing to mobile audiences. Today, 86 % of top brands have Instagram accounts, up for, 71 % at this time last year."

Salpini (2017,para 1) wrote in the retaildrive.com and believe in particular, Gen Z is much more influenced by Instagram (44%), Snapchat (21%) and Youtube (32%), than other generations. Mediavillage.com; conducted by AchoorFree (2015) believe that Instagram tops the list of 13 social media channel identified as most important to those born between 1996 – 2000 and post – 2005.

In anvilmedia.inc Terran (2018,para.1) says that Instagram can be your secret weapon because it's perfect for behind – the – scene photos and videos. I have had dozens of new Instagram followers in the last couple of weeks flock to my shows Instagram pages, follow and then subscribe to the podcast. Instagram is also the great way to interact and upcoming episodes. And now, with Instagram live video option, you can go live for a podcast and share exclusive content that's not featured in your podcast. Sharing this type of engaging and interactive content on Instagram is sure to ignite interest and if the podcast content is there, then you'll build a following organically that way. In Businesssinsider.sg also said that "Instagram was the preferred platform for 24% of teens, the same number as one year earlier. Meanwhile, only 9% of teens chose Facebook – a decline of 4% from 2016".

McCord and friends at Alabama State University (2016,p. 23) in their Journal named " What Social Media sites do college students use most?" said that "Overall, Instagram was the most used social networking sites (29%) followed by Snapchat (24%) and Facebook (23%). The least used social networking sites were LinkedIn and Pinterest (2% each)".

There was a learning shift era, Millenial and Gen Z are the first generations of learning shift which from instuctor- centered to learner centered, it makes the learning is taken in everywhere (Gottipati & Shankararaman, 2017, p. 392). Affordance is the quality of an object or an environment which allows an individual to perform an action. A knob affords twisting or pushing, while a cord affords pulling. Gibson (1979, p. 127) defined affordances as *"all action possibilities latent in the environment, objectively measurable and independent of the individual's ability to recognize them, but always in relation to the actor and therefore dependent on their capabilities"*. These statements are likely told us if the learners nowaday can access every knowledge by the Internet, not to mention of Instagram.

As we know that Instagram allows its users to share photos and one-minute videos with their followers (Instagram, 2018). Ray posted on fluentu.com (2018,para.1) that many users also use Instagram to share educational information. Since people from all over the world interact in this social network, it is only natural that there will be accounts which focus on English Language Learners. These accounts help you stayed motivated,

regularly post also queries in the comment sections, but, learning English should not stay to limited learn grammar and vocabulary.

Interesting of Gen Z to Instagram were so big, they use Instagram as like as their habits. They open it to spare the time, its like when the children get boring then play something. According to Ivanova & Smrikarov (2009, p.6) " education and work play as minimal role in their lives and they don't see them as a means of survival". That's why Instagram need to see how It will Increase the Gen Z perception about their vocabulary by the use of Instagram.

In this study, researcher have chosen the location in MAN Kota Palangka Raya. Furthermore, the researcher used to have some conversation with some students about students' activities on Instagram. That's why the researcher decided the location of the study was in MAN Kota Palangka Raya. For the class which were choosen, the researcher was lead by the school stake holder to those class.

Based on the explanations above, the researcher is interested to investigate the Gen Z's perceptions of Instagram to improve their vocabulary. So this study is titled "investigating Indonesian EFL Gen Z students' perception on the use of Instagram to improve vocabulary"

B. Research Problems

The following problems are intended in this study:

1. How do Gen Z students perceive on Instagram as a platform to improve Vocabulary?

2. How do Gen Z students at XII MIPA 6, XI Bahasa, and X MIPA 2 in MAN Kota Palangka Raya use Instagram to improve English vocabulary?

C. Objectives of the Study

According to the research problems above, the followings objectives were addressed in this study:

1. To know how Gen Z students' perception of Instagram to improve the vocabulary

2. To know how Gen Z students' usage on Instagram to improve students' vocabulary at XII MIPA 6, XI Bahasa, and X MIPA 2 in MAN Kota Palangka Raya

D. Significant of Study

The result can be used as the reference of the English teachers which will provide information of Gen Z students' perceptions on the use of Instagram as the platform to develop vocabularies in the Gen Z own way.

The study can also help Gen Z students to give their argument in perceiving and their understanding of how they learn out of the classroom. Not all the Gen Z will use Instagram as a platform to improve the vocabulary yet. But also, for other students who use Instagram to improve their vocabulary yet, they can open their mind if it was the new way to learn by their own vibes as like their friends' arguments.

Also for the researcher, this study can increase the researcher knowledge about Gen Z students' perceptions one the use of Instagram to improve vocabulary and getting experiences in conducting the study.

E. Scope and Limitation

The study will focus on Gen Z students' perceptions on the use of Instagram to improve EFL vocabulary. It will be conducted in MAN Kota Palangka Raya for XII MIPA 6, XI Bahasa, and X MIPA 2 whom will be classified as Gen Z students. They will be required as the students who were born like what Singh said that Gen Z born between 1995-2012. They also had another judgment of requirements like they were born as native digital (commonly in the high education level), their culture in the use of Instagram, they attitudes as same as Gen Z students itselves. They must be having the characteristics of Gen Z students those are tech-savvy, social, multitasking, speedy. Furthermore, they must be following the English account in Instagram.

Also, the study will be limited on whom will be selected by the researcher. The researcher prefers to investigate Gen Z students' perceptions of Instagram to improve their vocabulary.

F. Definition of Key Terms

Some important terms were needed to define in order to avoid misunderstanding. The definition of the key terms which to be used in the study presented as the following:

1. Instagram, one of the most popular social media that used by Gen Z students. It contains sharing the photo, 1-minute videos, Instagram story, live in Instagram to all the followers of the account owner, direct message and also this platform can be connecting to Facebook and Twitter if the user allows, etc.

2. Gen Z Students refers to whose born from 1995 through 2012. Having their world completely shaped by the Internet, they are often also aptly referred to as digital natives. The most racially diverse generation to date.

PALANGKARAYA

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed and reviewed some related literature that consisted of explanations of the related study, Gen Z Students, The activities on Instagram, Instagram usage possibilities as their own environment, Gen Z students' perceptions of Instagram on improving vocabulary, EFL Learning, E-learning based on Instagram and Vocabulary in Language Learning.

A. Previous Review related Studies

The researcher presents some previous studies that related to this study as follows: First, the research which had been conducted by Widad Bouhami (2016) for his master 2 in Science Language about Investigating the impact on Improving EFL students' Vocabulary: A Case Study of the Second Year LMD Students at the English Division In the University of Abd Elhafid Bousof - Mila. The result of the study could be considered as a base for a further detailed study considering the initial findings and drawbacks. The similarities of this study is about the research which looked for the new way to improve vocabulary of the students that were appropriated with the students. The choice of method used Case Study Method because it is the appropriate one to acquire and gather data about this issue. Sampling of current work was concerned with students and teachers at Mila University. But, there were the differences between the researcher study and this previous study. He used the subject as the students, it didn't need to select the students, and also, the object were social media in generally. Whereas, the

researcher goal was Gen Z students Perceptions on the use of Instagram to improve the vocabulary, it need the process of selecting subjects deeply.

Second, the research had been conducted by Akhiar, Mydin & Kasuma (2017),the title of the research was about Students' perceptions and attitudes towards the use of Instagram in English language writing uploaded in Malaysian Journal of Learning and Instruction (MJLI). This study examines university students' perceptions and attitudes towards the use of Instagram in English language writing. Like other social networking sites (SNS), the design of Instagram promotes community-centeredness, and supports the dissemination of authentic content that creates opportunities for meaningful interactions among language learners. There were 101 participants of this study who participated in a descriptive English essay writing activity on Instagram, answered a set of questionnaire with 20 closed-ended items, and five open-ended questions about using Instagram for English language learning. Focus groups' discussions with all of the respondents were held to elaborate the open-ended items. The closed-items were analysed quantitatively using mean scores, while the open-ended items were analysed both quantitatively (mean scores) and qualitatively (content analysis). The results demonstrated students' high positive perceptions and views towards using Instagram in improving their writing skills, but moderate attitudes. The similarities of this previous study to this study were located in the students perception on Instagram used and also in the instruments which used the questionnaire for selecting the data of the study itself. The difference was located to the goals which come around of writing and for analyzing the Instagram usage on the Gen Z student perceptions.

Third, the study had been conducted by Issam Mostafa Ta'amneh (2018) in International Journal of Humanities and Social Science. The study focuses on Saudi EFL Learners' attitudes towards the effect of the internet and the social media in developing their English language at the university college of Taymaa. The sample of the study consisted of 40 students who have been studying English Language and Islamic Studies in the same college and who are in their fourth academic year. A questionnaire, to measure the participants' attitudes towards the effect of the internet and the social media in developing their English language, was prepared in advance by the researcher. The questionnaire consisted of 24 items. The data that were obtained from the participants' responses in the questionnaire were analyzed using different statistical analyses. The findings of the study showed that the participants have a positive point of view towards using the internet and the social applications in developing their English language. Furthermore, the results pointed out that there are no significant differences between the participants' views towards the effect of the internet that could be attributed to their specializations as the results showed that they have a similar agreement rank about their point of view towards the effectof the internet and social media in developing their English language. The similarities to this study was about the environment of the learner in highly education. But the difference was about the specification of the learners' environment which was Instagram.

Fourth, this study has done by Jaeseok Yang (2013), the main goal in this paper has been to provide the review of recent research on MALL applications in terms of newly emerging or integrated mobile technologies. Rapidly developing mobile device technology and widespread ownership of mobile device seem to have an impact on language education, as well as other contexts learning. In conventional application of CALL, most learning environments have been occurred on stationary PCs. However, now it is transferred to mobile devices, which enable the language learning to be independent from any location and time. Both PCs and mobile device application will eventually happen simultaneously. As can be seen above examples of MALL applications, multi-functional mobile devices can contribute toward a more comprehensive educational environment for language learners. According to the research findings reviewed above, it seems hard to confirm that MALL has already been fully utilized in educational contexts. Nevertheless, one thing for sure is that it is on the continuum towards the new stage of CALL through adopting a variety of emerging mobile technologies. The increasing ownership of mobile devices among teachers and students might not be directly related to computer technology usage for the purpose. The similarities was about the use of handhone in learning environment. The difference was about the investigated media.

The fifth, this study was done by hadegafar and Simin (2016) that an attempt to investigate the effects of Instagram application on learning grammatical accuracy of word classes of Iranian undergraduate TEFL students as well as to find out Iranian undergraduate TEFL students' perceptions of using Instagram application for learning grammatical accuracy of word classes. In doing so, an

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Oxford Placement Test was administered among 120 TEFL students, and based on the results, 92 students, studying in Islamic Azad University of Najafabad, Isfahan, Iran, were randomly selected. Then they were divided into two equal experimental and control groups (N=46).Their age ranged between 19 and 26 years old. Gender of participants was not considered as a variable in the study. The experimental group was taught grammatical accuracy of word classes via Instagram application, whereas the control group only followed conventional treatment. Analyzing the data through the independent sample t-test revealed that with the help of Instagram application, the experimental group outperformed the control group in terms of learning grammatical accuracy of word classes. Furthermore, Iranian TEFL undergraduate students had a positive attitude toward utilization of Instagram application. The similarities located on the platform research (Instagram). The difference was located on the purpose of study which on grammatical words.

Comparing of among the studies above, it has been some strong relations which are explicit and implicit of each other by their similarities and differences. The similarities were: the researcher discussed about the new generation perception who need more attention. Because they need the more attention they perceptions must be facilitated to deliver, that's why Gen Z perceptions are needed. The Instagram is one of the ways because of generations insting to technology which will be being improving their English vocabulary. The differences were gained to the study will use the qualitative approach and case study, and also the subjects in this study will be 10 th ,11th and 12 rd grade students who are studying in MAN Kota Palangka Raya at X Mipa 2, XI Bahasa and XI IPA 6 where the researcher used to talk with some students about their habits when using Instagram which made this study appeared.

B. Gen Z Students

1. Definition of Indonesian Gen Z

In defining the notion of the young learner as Gen Z, there are two points to be the basic assumption should be taken into account. Firstly, Lancaster and Stillman (2002) citiced by Reilly (2012,p.3) provide a historical perspective of Gen Z by dividing the last 70 years into four distinct generations. Gen Z (2000–present). This name refers to those born since 2000, a group that has received little attention in the literature thus far.

According to McCrindle (2014,p.12) said at his book which named by The A B C of X Y Z understanding of global generation (3rd Edition) believed that "As birth rates picked up in 1995, we had the beginnings of Gen Z. Marketers are tempted to begin a generation at a key year like, say, 2000, but there is no demographic or sociological justification for such date picking. The birth rates, in addition to the social changes and trends, give a solid basis to generational definitions". On the other hand, Singh (2014, p.59) said that Gen Z born between 1995-2012 " According to these among presented theories, the researcher takes a view that the Gen Z is the students who were born between 1995 and 2012 related to Singh which covered all the theories about. In history, Gen Z is the term of Generation in the United States. But, this term has been generalized to be world term. So, to clear of which Gen Z the researcher is put Indonesia Gen Z in this study.

a. *The Characteristic of Gen Z*

Barcelon (2010) in Harmanto (2013,p. 3) identifies generations Y and Z have both been growing to maturity in the age of the computer. Both have embraced the opportunities provided by an explosion in technology which has created the environment for much of their learning and development. Therefore, the details of the characteristics of Gen Z can be identified as follows:

b. *Tech Savvy*

Members of Gen Z have never known life without personal computers, mobile phones, gaming systems, MP3 players and the Internet. They are true "digital natives," comfortable with e-mail, texting and computer applications. They are also able to grasp and master advances in technology more quickly than previous generations. Unfortunately, technology has also contributed to this generation's lack of interest in playing outdoors, resulting in a sedentary lifestyle that may lead to obesity.

c. *Social*

Social networking sites and instant messaging were common as Gen Z grew up, so they have little concern for privacy and no problem sharing even the most intimate details of their lives with virtual strangers. Cell phones, instant messages, and e-mail make communication immediate. As a result, a member of Gen Z is very collaborative and creative. When they get to be working age, they will change the workplace dramatically in terms of style and expectations.

d. *Multitasking*

Gen Z is so comfortable with technology, it stands to reason they are also born multitaskers. They can text, read, watch, talk and eat all at the same time, a talent that stuns adults. Any answer they need to find, any news they need to know and any person they need to talk to is just a click away. With all of these answers and information so easy to access. With this preference toward multitasking comes a dark side, which mental health experts are calling "acquired attention deficit disorder." While they are able to complete many tasks at once, each task gets divided attention, and the generation is losing the ability to focus and analyze more lengthy, complex information.

e. *Speedy*

A short attention span, perhaps brought on by the tendency to multitask, also requires information to be delivered in rapid, short bursts if it is to be understood. Gen Z thrives on instant gratification. With this has made us harder to teach, so teachers turn to more technologically advanced forms of teaching. We're all adapting to this new form of life alongside technology because society isn't going to go backward. We've come so far and now people need to cope with these advantages, while still keeping our work ethic in check. With developing the technology we have lost the patience and work ethic that older generations had. Now the next step is finding a way for both of these to coexist."

2. Shaped by technology

They have all grown up with technology, playing video games, computer games and having any kind of movies at our fingertips, so it would make sense that here and now we're more accustomed to and educated in technology. We know that many parents was fearing their children if they were addicted to technology, the most fear was pointed on Internet. But, according to Griffiths & Kuss (2017, p. 51) research has shown that there is a fine line between frequent non-problematic habitual use and problematic and possibly addictive use of SNSs, suggesting that users who experience symptoms and consequences traditionally associated with substance-related addictions (i.e., salience, mood modification, tolerance, withdrawal, relapse, and conflict) may be addicted to using SNSs. Then, Gen Z is also lives in their world, they were in technology (Internet) era, they were also shaped by Internet. According to also to Bruce Tulgan (2013, para. 16) which uploaded on rainmakerthingking.com was in believed that "Our research reveals five key formative trends shaping Gen Z:

a. *Social media is the future*

The information technology revolution is complete. Yers were the transition. GenZ is all the way there. They have never known a world in which one could not be in conversation with anyone anywhere any time and they will shock you with their ability to leverage this connectivity. Managing Gen Z requires mastering the tools of social media. But managers must take control. The key is the command driven use of social media.

b. *Human Connections Are More Important Than Ever.*

The highly engaged parenting, teaching, and counseling approach to the young accelerated dramatically from Y to Z. Zers are less likely to resist authority relationships than Gen Yers did, but will only perform for individuals when they are engaged in intensive working relationships.

c. *Skill Gaps*

This generation more than any other will suffer from the growing gap between the highly skilled and the unskilled. The technical skill gap is huge, but the nontechnical skill gap is even more pervasive. On the one hand, Managing Gen Z requires a huge remedial effort on broadly transferable skills like work habits, interpersonal communication, and critical thinking and a huge investment in remedial technical training. On the other hand, there will be a growing elite among the emerging workforce, those with the greatest technical skills training and also the benefits of personal development opportunities. Retaining those among the growing elite will require increasing differentiation and reward. In the eduacations environment, this also the caused of there were strongly differences in Gen Z students like found by Amjah that "They might have difficulty understanding the lesson, especially if they were low ability students and lacked motivation (2013, p. 191)

d. *Global Mindset, Local Reality*

They know more about far ung parts of the world than Gen Yers ever did, but they are likely to be far less geographically adventurous. They are very plugged into the boundaryless world on-line but the key to engaging them in their environment tactically is a relentless focus on the local.

e. *Visual Infinite Diversity*

The emerging Gen Z reflects a whole new way of thinking about difference. Again Generation Y was the transition, GenZ is all the way there. They are less likely to fall into previously recognized categories and much more likely to be mixing and matching various components of identity and points of view that appeal to them. They are ever creating their own personal montage of selfhood options.

Therefore, it has been clear enough for the teachers to understand that the characteristics of Gen Z are much more different from the proceedings generation. In the teaching, teachers should hold the principle that young children do not come to the language classroom empty-handed. They bring with them an already well established set of instinct and characteristic which will help them to learn language better (Halliwel,1992).

3. Learning Style of Gen Z

Social media plays a significant role at both individual and organizational levels in modern society. With the rapid growth of communication technologies (e.g. Internet and Smartphone), it has become a central tool in personal lifestyles and organizational activities (Berstrom & Backman, 2013 citiced in Ting, Ming, Ran & Cho, 2015, p. 16). Bambang Harmanto (2013,p. 4) said that as there are many changes that the technology brings to today's learners, it will effect on the formation of students learning the style. The followings are the learning style of Gen Z students in which the English teachers should understand to educate them appropriately.

a. *Learn from Experimentation*

They prefer learning by doing rather than being told what to do or reading static books. These students are able to intuitively use a variety of IT devices & browse the Internet. They like to tinker with the up-to-date electronic gadgets, such as iPods, MP3 players, and cell phones. These students like that because they can touch and play with these devices. They also like to explore the Internet to learn something new, to make new friends, to make your own photo album, or to learn a new tool for blogging and more. They enjoy learning through self-discovery and taking the initiative to learn new tools. It was related to the Mahajaroenkul which said that Learning a second language can take place anywhere. Informal learning occurs when the learners unconsciously learns a second language. For example, a learner may see new words on signage along the road while they are on the way to school. They

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may be browsing on the Internet in English, and somehow learn from that experience (2017, p. 43)

b. *Prefer visual learning*

Due to the prevalence of technology in their lives, as they developed, the Net Generation feels comfortable in the media-rich environment, surrounded by different kinds of digital devices such as computers, LCD projectors, PDAs, iPods, MP4, and iPhones. Living in this multimedia environment, the Net generations exposes themselves to the interactive computer games and movies, whether they are at home or at school. TV and computers provide rich visual effects which have resulted in them becoming more accustomed to receiving input in this mode. When the Net Generation looks for information online, not only will they try different search engines (like Google and Yahoo), but they also search for interactive materials from YouTube.com.

Gen Z has been excited to have information visual language is evolving in social media like Instagram which give visual language such as GIFs, photos and also videos (Bond, 2015, p.8). As we know that Instagram allows the users to upload the photos and video which can be seen by the followers. The user can also see the other posting by who are followed. That's why the students can be used as a platform to improve vocabulary.

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According to Corey & Meghan (2017, p. 21-26) said that Generation Z's interest in learning through observation by using videos and other visuals to help explain a theory or concept or to demonstrate a challenging process. Videos of effective speakers, such as TED Talks, can also bring content to life and help students ponder difficult questions. In addition, apps like Jing and Camtasia, which allow users to make voice-over instructional videos, can be useful for prerecording videos to help students understand a process, such as filling out student organization paperwork or completing a class project successfully. Some theories above shown us that Instagram is one of good platform which used by Gen Z Students.

c. *Like to work in groups.*

The Net Generation enjoys working in teams with peers, using collaborative tools like Google Apps. In general, these students are more likely to prefer learning in a supportive environment with teamwork. An activity, such as a Wiki project that can be undertaken with their instructors and peers is probably preferred by the Net Generation more than an individual assignment. This learning characteristic fits Vygotsky's zone of proximal growth theory. The Net Generations like to build up their learning by working with peers, because the slower learners are supported by the fast learners, and they learn by scaffolding the knowledge from each other. If learning is taken as to be an individual task without support from peers, more students will be left behind. As a result, the Net Generation fits Vygotsky's scaffolding theory, because most of them like to work in groups with their classmates. They gain

confidence and support when cooperating with peers, and they scaffold knowledge together. Learning is not only for the individual. There is nothing to be ashamed of if you do not understand when you first learn something new; rather, they like to share their experiences in groups. Google has developed many innovative applications to create a good working environment for these learners.

d. *Have short attention spans and multi-task well.*

The media-rich environment that the Net Generation has become accustomed to appears to have hortened their attention span. If you ask them to work on the same thing for hours, it would probably overwhelm or frustrate them. They will probably enjoy the activities more if they can get several things done simultaneously because they can usually shift attention rapidly from one task to another. They are generally able to multi-task better than their parents and can split their attention between different activities. Thus, an instructor should not be surprised by seeing a student listening to music, surfing the Internet, and talking to friends on the phone while doing homework. These diverse activities are all part of the Net Generations' daily lives.

But, we need to realize that Gen Z students have "Skill Gaps" which made all of them would be different each others personal abilities. They need something innovation which made their short attentions little bit fixed. The combinations both of traditional ways and E – Learning must be tried. The repeat the video could be something innovated becasuse repetition of

vocabulary made it precily. According to wired.com (wolf, 2008,para. 54) which said that " there advice was straightforward yet strangely terrible: You must clarify your goals, gain knowledge through spaced repetition, preserve health, work steadily, minimize stress, refuse interruption, and never resist sleep when tired. This should lead to radically improved intelligence and creativity". It shown that the repetition can improved the intelligence and creativity of Gen Z students who has the skill gaps in learning English.

e. Edutainment

The word ―Edutainment is a combination of two words: education and entertainment, which refers to educational entertainment or entertaining education. The content of product provides the user with specific skills development or reinforcement learning within an entertainment setting. Think about what happens when education is combined with entertainment. According to Wikipedia, ―Edutainment typically seeks to instruct or socialize its audience by embedding lessons in some familiar form of entertainment: television programs, computer, and video games, films, music, websites, multimedia software, etc.‖ Compared to the older generations‘ perspectives towards education, the Net Generation believes that learning has nothing to do with teachers‘ authority. Instead, learning is considered interactive and involves fun activities.

C. The Activities on Instagram

1. Instagram Usage

Essentially, Instagram is a mobile-based application. Instagram is now one of the popular social networking sites used as a mobile application. It helps in gettingpeople interacting nationally and globally (Lim & Yazdanifard, 2014, p. 5) .According to Ting (2014, p.2) said that "Instagram usage is defined as the activities in which users are engaged on Instagram. Activities include: "Leave "Comment" on friends' posts", ""Like" friends' posts", "Upload photos", "Upload videos", The "Like" and "Comment" buttons were both available under every post on Instagram. People can click on the "Like" button to show their approval or agreement and the "Comment" button to express their textual opinions on the particular posts that are put up by the other users. Instagram also allows users to share photos and videos. When the users edit a photo or video for uploading, they can tag their friends in the post by typing their Instagram user names in the "Tag people" blank space."

Related on of Hu, Manikonda & Khambamphati that says (2014, p.1) in Proceedings of the Eighth International AAAI Conference on Weblogs and Social Media that "Users consume photos and videos mostly by viewing a core page showing a "stream" of the latest photos and videos from all their friends, listed in reverse chronological order. They can also favorite or comment on these posts. Such actions will appear in referenced user's "Updates" page so that users can keep track of "likes" and comments about their posts."

The tendency of young Generation is often to like than comment of any others postings. It is also related like the findings of Jang,Han, shih & lee (2015,p. 4040) said that teens are likely to receive more Likes per photo than adults. It means the teens have been doing like to another teens postings. In the Gen Z students daily live on instagram are also having some activities to like each other, than they get to like their posting back.

2. Motives for Instagram Usage

According to Ting (2014,p.3) mentioned that "The motives for using social networking sites like Facebook and Twitter can be classified as information seeking (cognitive), entertainment (diversion), social connections (maintaining relationships, social interaction, companionship), passing time and self-expression (identity)." It is also concerned to Gen Z students motives when they doing some activities on Instagram.

3. Follow, following, followers

Ting (2014, p.4 − 5) is also said that "If someone want to view other users' posts, they need to click the "Follow" button on that user's page in order to access the photos or videos that posted by that user. Two possibilities are then be considered, the first is that the user has no privacy setting, that is, once someone clicks on the "Follow" button, the button changes into "Following", so that any new photos or videos uploaded by that user are shown on the home page or anyone following them. that the other situation is that a user has privacy controls; if someone presses the "Follow" button, the

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system automatically sends a following request to that user, and that users' posts can only be seen when they have accepted the request. However, it is notable that Followers is a unilateral concept, which means the person being followed may not be a reciprocal Follower on that account, the number of Followers and those following are not the same for most Instagram users. The number of followers could reflect the scope of a user's social network, more followers implies a wider social network". The Gen Z students are doing all these activities in their Instagram usage. They were followed the account which made them Interested to, especially on English Learning Accounts which always deliver the English content postings.

D.   Instagram Usage Possibilities as their Own Larning Environment

There was a learning shift era, Millenial and Gen Z are the first generations of learning shift which from instuctor- centered to learner centered, it makes the learning is taken in everywhere (Gottipati & Shankararaman, 2017, p. 392). The students nowadays are different, the use technology as their helping environment to perceive issue from multiple perspectives analyze them and construct new knowledge to gain the understanding of the issue (Santosa, 2017, p. 183 – 208). The most routine social media used by Gen Z is Facebook, Instagram, and YouTube (Coley & Meghan, 2015,p. 77). The study said that online environment that gives rise to new cultural cues (Quarder, 2014,p. 2) Gen Z as the digital native does that method too, they set their own learning environment in their daily life in their daily platform use included in their Instagram. The theory was shown to us if

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the possibilities of implicit and explicit presentation of vocabulary by technology have important implications for vocabulary instruction (Ali, Sipra &Ahmad, 2017,p. 263). The vocabulary can be received by the technology if we the user of account in Instagram we will see the account which concerned in English education that delivering the vocabulary in every their posting.

Instagram is being overwhelmingly populand in an area which merits investigation as different socio-cultural learning tools result in different uses and interactional patterns (Kelly, 2015, p.2). then, Gen Z students use the popularities of Instagram has made the gain of learning that enjoyed by them. Because that was their own generation who enjoyed the learning in habit like what have told in chapter 1 at page 6.

Social media could become a very effective tool and medium for backing the traditional learning and for learning English Vocabulary (Monica, Anamaira & Mirrabella, 2014, p. 128-129). Social media plays a significant role in development of English language vocabulary at university level. Finally it was recommended in the light of this descriptive study that social media is very important especially in vocabulary development of English language learning not only at university level but also at college level English language learners (Khan, Ayaz & Faheem, 2016, p. 590) According to these studies, social media includes Instagram could be on of the way to support the English learning vocabulary for Gen Z students.

In social media, there are many different ways to improve English Vocabulary. One of them is the good one to follow in Instagram which always provides the followers by the new vocabulary with its explanations (Bouhami,

2016, p. 31) this study has been giving an example of a students perception if using Instagram is one of the ways to get new vocabulary in every English account posted.

According to Mansoor & Raheem (2017,p. 110), they were encouraged to interact every day. All the students have vast experience in online social network specifically Instagram as they own their personal purposes and matters as such the task given pave the way for smooth learning. It is like what related to Cabot (2014,p. 11) said that '' we are able to build up a network consisting of web tools and people, but how we experience, relate to and are influenced by the environment or personal world in which we live. A different perspective underlies the term of PLN (Personal Language Network), when we use the term network, we get the idea of building up contacts and web-tools in order to learn English and that all this can be done consciously, exclusively on purpose. Digital contexts make the students learn English both consciously and unconsciously''. The Gen Z Students are the same with this theory that they build their own Instagram to be the ecology of English learning process to improve their vocabulary in both consciously and unconsciously.

E.   Gen Z Students' Perceptions of Instagram on Improving Vocabulary

According to Erren (2015, p. 290) the students said that learning by social media that they loved are very usefull for increasing they obstacle on vocabulary:

" Of course, the activities on social networking sites were very usefull for me. I have a lot of difficultieswhen I try to memorize words. For that reason having such alternatives is very good. This activities help me to remember simple but important words easily. You know English generally means memorizing new words and these activities make it easier to learn. Thus, I think we shuld do such activities more."

According to The Koreatimes.com that Gen Z put great value on social media. The statistics showed that 78 percent of those aged 18 − 24 use Snapchat and 71 percent Instagram. This is one of the Gen Z students perceptions through Instagram;

" I Check Instagram stories to see what my friends are doing and I follow people/things I find aesthetically pleasing − cats, home, decor, my friends, models, musicians," says Ezra Anthony, students from Georgia State University.

The Snapchat and Instagram have almost replaced Facebook Messenger (The Intern of Korean times, 2018,para.1).

According to forbes.com Instagram has become two monster platforms inside one. What goes in the Instagram main feed is entirely different from what shows up in Instagram stories. We see that influencers creating great content for both, which only continue to increase time spent and engagement on the platform (Formm,2018, para.1). these are showing us if Gen Z says that Instagram has the one of the monster platform which are often used and also being the main feeding by the posting. They use Instagram to update their passions includes the Gen Z who focused the English learning. According to Bay that study found significant gender differences on the Harter subscales for

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perceived competence in the social, athletic, appearance, and general self-worth domains. In all cases, boys reported higher, or more positive selfperceptions than girls. (2015, p. 28)

But, in Erren (2015, p.292) is also put the negative response;

"As far as I observed, those kind of activities are not usefull and do not give expected outcomes......etc."

F.   EFL Learning

There are the proliferation of past and current of pedagogy and method in the teaching of language learning also in general, can be agreed that there's no universally correct way to learn a language for every persons. Other students naturally develop and incorporate different ways of studying, thinking, processing depend on personalities.

Much is known that some learners are going to match the classroom setting and nor students didn't. Students have their ever-expanding access to source material from the variety of locations (Internet, and other multimedia sources, for instance), and no longer required to visit the library or self-study learning or place where able to access material. (Pitkänen and the editors, 2011, p.107-109). There were students who need more repetation for learning and remembering the materials like what explained by Raaijmakers in his study which was titled "Spacing and repetition effects in human memory: application of the SAM model" that said if the repetation was basic principles of learning and retention were involved" (2003,p. 432) There were also students who loved to learned by sense of humour was inserted in the learning

activities, they need the teachers' sense of humor which is mostly used in institutes makes the class interesting and friendlier. In addition, students feel more comfortable also they think that they have no stress and they can speak easily. Actually students remember and love those teachers who have more sense of humor. Sense of humor is not something separated from lesson rather during the class teachers should use sense of humor to mention or explain some memories until students learn and catch the lesson better (Abad, 2017, p.11). Every learner have their own obstacles by also their own solving of obstacles. Those obstacles can be finished in the same way. And also every personality have their own style of learning to depend on their suitability.

G.   E-Learning based on Instagram

Nowadays the students have been respected by the teachers perspective which have adapted to their teaching style, the teacher-centered model does not work anymore. The students need educational exploration which is new. (Ivanova & Smrikarov, 2009, p.6). like or not the students have not accepted the traditional way again, they need something which students – centered which having much improvisation in their exploration.

Gen Z students were born in the era which adapts to technology no other generation and highly depends on it (Ivanova & Smrikarov, 2009, p.6). The majority of Gen Z students who enter the higher education are required to use online learning resource or activities to support formal and informal learning (Gottapati & Shankararaman, 2017, p.391). According to these arguments above, E-Learning had always been needed to the media. Media will be used as the tool to drive what has been our goal on e-learning. Informal learning according to Ivanova and Smrikarov (2009, p.6) "outside the University,

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where they are fully engaged, excited and motivated in their personal virtual spaces, including social networks, social media, social bookmarks, shared resources, IM communication". The students are more excited to explore something than at the formal learning.

According to Ray on fluentu.com(2018,para. 1) he wrote 6 fun ways to learn English with Instagram, he argued that following accounts that focus on teaching English because on Instagram you will find some accounts are focused on English language learners. These accounts help us stay motivated, regularly post activities and vocabulary challenges and also answer queries in the comment sections. in this case, the researcher is also talking about improving the vocabulary. Gen Z students use e-learning to improve their vocabulary. It means that they use Instagram as a platform for language education view. it makes the use of Instagram theory has been stronger than before. Playing Instagram as the one way of solving the problem is concluded in informal learning because in the school has forbidden them to bring their phone to the school and also Instagram just uses when they were spent their time.

H.   Vocabulary in Language Learning

1. The Important of Vocabulary

We know that the vocabulary is a part of the language that must be mastered to whom concerned in a language. Without grammar very little can be conveyed; without vocabulary, nothing can be conveyed (Wilkins,1972, p.111) A language consists of a huge amount of words when teaching and learning of vocabulary. Word knowledge is a multifaceted matter, and what

kind of knowledge is the aim of the training is also important to reflect on. These are elements of the language learning process that will be dealt with below(Eide, 2010,p. 12). According to that argument, it means that if we learn about vocabulary we have been aimed at the word scale which will become the grip of stringing up the sentences, paragraph, etc.

2. Vocabulary Terms

Vocabulary is much more than just single words. Recent vocabulary studies draw on an understanding of lexis, the Greek for words, which in English refers to the all the words in a language, the entire of language (Barcorft, Sunderman,& Schimitt, 2011,p. 571) so it is not surprising that vocabulary also includes lexical chunks, phrases of two or more words like "good morning and nice to meet you", which research suggests children and adult learners as single lexical (Richard, 2002, p. 2)

Vocabulary can be defined as the words of a language, including single items, and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items – words with specific meaning(s) – but it also includes lexical phrases or chunks (Alfaki, 2015, p.2). Many persons have suggested if the vocabulary is the same meaning of the word, but obviously, it is not.

According to the Stahll (1999,p. 1) said that "Our knowledge of words determines how we understand texts, define ourselves for others, and define the way we see the world. A richer vocabulary does not just mean that we know more words, but that we have more complex and exact ways of talking about the world, and of understanding the ways of thinking more complex

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thinkers see the world. The more words we know, the more distinctions we make about the world, the more clearly we see things in our world. We use words to think; the more words we know, the finer our understanding is about the world". The vocabulary was so important to the people who concerned to the language learning, it is the first step that must be mastered, because of the complex and continuous role made by vocabulary which very central function on language.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (Schmitt, 2000,p. 55) Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning (Alqathani, 2015, p. 31). The lack of good vocabulary learning skills is the main obstacle in foreign language (Ahmadi,Ismail, & Abdullah, 2012,p.186).

3. Improve Students Vocabulary

The improving of vocabulary in language learning is also stole the view of the learners. Many researchers are studied about it because many learners are seeking the way how to build their vocabulary well by improving their vocabulary in language learning. Ahmadi, Ismail & Abdullah (2012, p.190) cited some of the theories about, "Nation and Waring (1997) argued that building vocabulary is the main factor for students success in their studies.

Nakata (2006) stated that models of vocabulary learning are not like grammar learning but it is a process which takes time, practices and repetition in order to learn vocabulary knowledge. Furthermore, vocabulary learning requires the students to be disciplined in spending more time on the new words in order to memorize high-frequency vocabularies and keep them in their long-term memory. Nation and Waring (1997) explained that students need to encounter the newly learned vocabularies at different times and in real activities (speaking, reading, and writing) at the learners" level. This will allow learners to understand the word correct usage and prevents them from making mistakes by depending solely on the dictionary definition. For example, learning new vocabularies from the word, lists are different from learning vocabularies in the story or context. Yongqi Gu (2003) said that vocabulary learning through context is a method that can be used in learning. Learners apply their meta-cognitive thinking skills and read the new vocabulary within the context in which they had appeared. The instructor should show the high frequency and low-frequency vocabulary to the students. High-frequency vocabularies are words which occur frequently in the language and would facilitate the learners" understanding if learned. However, low-frequency vocabularies are words which do not occur in daily conversation such as academic words (Nation, 2005). Yongqi Gu (2003) mentioned that vocabulary learning can be facilitated through collaborative working theory. Naturally, vocabulary learning depends on the learners" strategy and motivation towards learning new words which involve strongly student-centered activities. There are many

vocabulary learning models available which had brought forth many methods of teaching vocabularies (Wallace, 1988)".

In addition, the most frequent memory strategy used was 'using imagery' (18 instances);'decoding' and 'linking to personal experience-background knowledge' followed. Nearly half of the participants (9 instances), especially the competent ones, drew upon previous experience to facilitate new vocabulary. In this study has shown that young learners have exited to learn by pictures to comprehending the unfamiliar word, and they also love to link with already material, however, a little part did not accept the strategies (Griva, Kamaroudis & geladari, 2012, p. 21-36). We know that Instagram is also focusing on pictures and videos which were given the students "already material" in every postings.

4. Source of Vocabulary

Vocabulary is the most important element in teaching learning process, therefore we must improve our vocabulary. To improve vocabulary, we must know where the source of vocabulary comes from so that the student will find it easy to learn English. According to Harmer (2001, p. 56), there are some sources to learn vocabulary in teaching learning process, which are:

a. **Words list:** is a way of organizing vocabulary for learning and it doesn't matter a great deal if they are put together in a random way. Students can learn vocabulary wherever they are, because it is easy to bring.

b. **Vocabulary book:** It is also integrated into skills work. There are many Vocabulay and tasks in vocabulary book which can be an exercise for the students.

c. **The teacher:** has the great influence in improving the student's vocabulary. He is a potential fruitful source of vocabulary input. Not only in terms of an accidental learning, but also as a means of introducing vocabulary thought teacher talk. He must make students feel enjoy in learning vocabulary. So they will be easier in remembering new vocabulary that they have gotten

d. **Learner:** each student can improve his/her vocabulary by discussion and sharing ideas with other students, so that they learn new words and find it an easy task to communicate with others and understanding what they have read or hear.

e. **Short text:** Short text for vocabulary improvement purposes, whether spoken or written, have several advantages over learning words from lists.

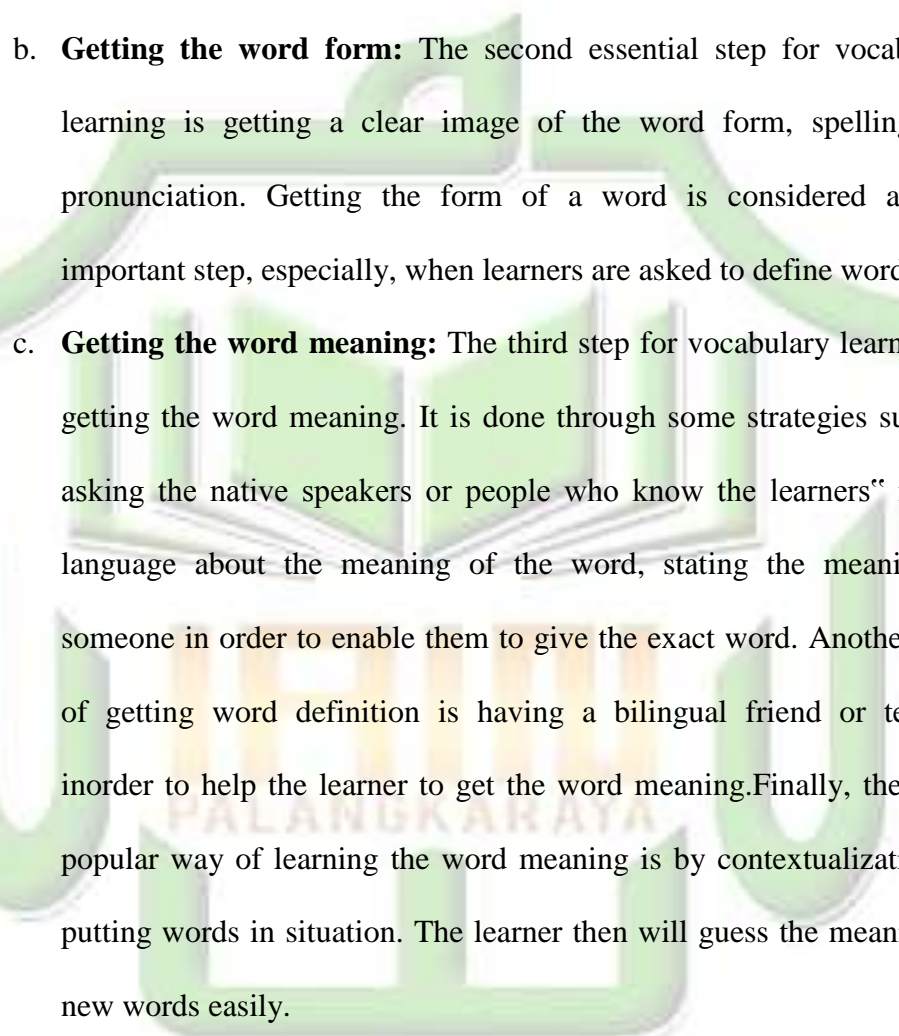f. **Words list:** is a way of organizing vocabulary for learning and it doesn't matter a great deal if they are put together in a random way. Students can learn vocabulary wherever they are, because it is easy to bring.

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i. **Learner:** each student can improve his/her vocabulary by discussion and sharing ideas with other students, so that they learn new words and find it an easy task to communicate with others and understanding what they have read or hear.

j. **Short text:** Short text for vocabulary improvement purposes, whether spoken or written, have several advantages over learning words from lists.

5. Steps to learn Vocabulary

Learners should be provided with a large range of vocabulary which enables them to exchange ideas and discuss any topic. This can be done through five steps that are essential for learners in their vocabulary learning. These steps are suggested by Brown and Payne (1995, p. 267). The five steps are:

a. **Encountering new words:** The first main step for vocabulary learning is encountering new words; which means looking for sources forwards. Here, the learners' task is to read books, magazines, newspapers, stories, or to listen to English songs.

b. **Getting the word form:** The second essential step for vocabulary learning is getting a clear image of the word form, spelling and pronunciation. Getting the form of a word is considered a very important step, especially, when learners are asked to define words.

c. **Getting the word meaning:** The third step for vocabulary learning is getting the word meaning. It is done through some strategies such as asking the native speakers or people who know the learners" native language about the meaning of the word, stating the meaning to someone in order to enable them to give the exact word. Another way of getting word definition is having a bilingual friend or teacher inorder to help the learner to get the word meaning.Finally, the most popular way of learning the word meaning is by contextualization or putting words in situation. The learner then will guess the meaning of new words easily.

d. **consolidating word form and meaning in memory :** The fourth main step is to emphasize the consolidation of word form and meaning in memory. It is learning word through their appropriate context in which learners can acquire the word meaning and form at the same time.

e. **Using the words :** The final step in learning vocabulary is using the words. Finally, learners need all these five steps in order to improve their vocab ulary and learn full knowledge of the words they want to learn. This can be done through a variety of activities, strategies, or techniques that the learners apply in each step.
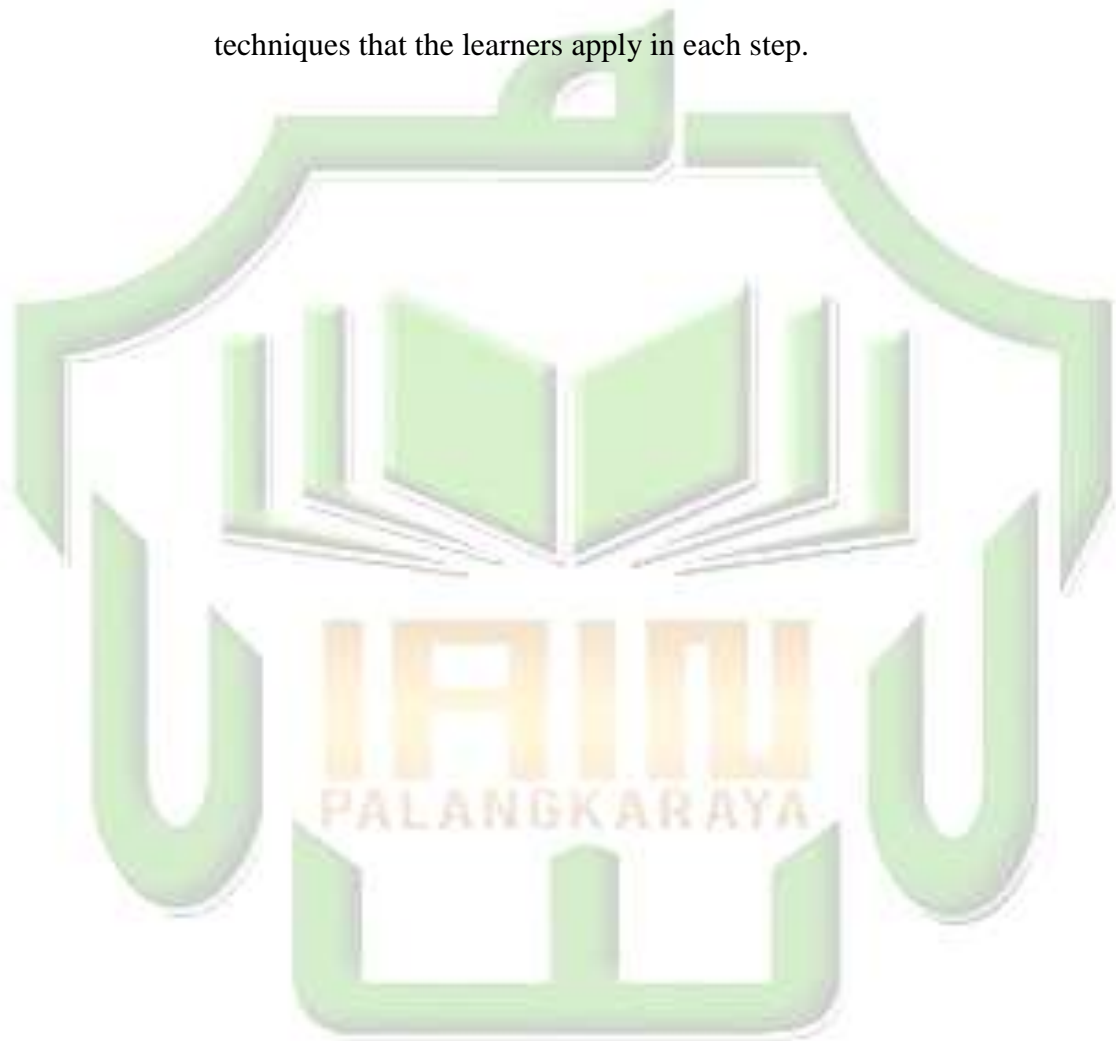
CHAPTER III

RESEARCH METHOD

The discussion in this chapter consisted of research design, the subject of the study, sources of the data, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

This research was conducted as a qualitative study. The research design was used qualitative design because this study concerned with process. According to Ary (2010, p. 648) stated that "a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis". The case study method "explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, indepth data collection involving multiple sources of information… and reports a case description and case themes" (Creswell, 2013, p. 97)

The research type of this study used case study. "Case study is a single instance of some bound systems, which can range from one individual to a class, a school, or an entire community "(Sandra, 2006, p. 71). The researcher has chosen a case study as the research type because the researcher could describe all phenomena based on the facts in the field. According to Ary (2010, p. 637) "Case study research is qualitative examination of a single individual, group, event, or institution". The researcher has given some answers due to questions about how and why a case could be happened.

B. Subject of the Study

In this study, the subjects was gained from all of X MIPA 2, XI BAHASA, and XII IPA 6 students in MAN Kota Palangka Raya who classified as Gen Z by settled requirements. The students have been chosen because the researcher used to talk about it in these classes. That's why the researcher is interested in these classes, because some of them have been using Instagram as the tool which gives benefits, includes helping in vocabulary learning. The subjects selected by using purposive sampling. Purposive sampling is a nonprobability sampling technique in which subjects judged to be representative of the subject are included in the sample. (Donald Ary, 2010, p. 648)

The subjects of this study were Gen Z students in X Mipa 2, XI Bahasa, and XII Mipa 6 who had all of the settled criteria. There are 80 students were given questionnaire, 30 students at X Mipa 2, 28 students at XI bahasa and 32 Students at XII Mipa 6. They were selected by the questionnaire as much as 9 students. They were listed in Appendix 2.

C. Source of Data

The research conducted the study at MAN Kota Palangka Raya which located on Cilik Riwut Street Palangka Raya, Central Kalimantan. In this study, the researcher chooses this school because had seen some learners of Gen Z has been doing the case when researcher did the Second Teaching Practice (PM 2) and the instruction of the school which was leaded to others classes. It was making the researcher is sure about data. They were from tenth, eleventh, and twelve grade students of MAN Kota Palangka Raya who become the source of data in this study. The data was taken from this site to make it reasonable and acceptable. It was

related to the the research term used for qualitative sampling is *purposeful sampling*. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are "information rich" (Patton, 1990, p. 169).

To collect the subject of the study, the researcher has used purposive sample. That sample was purposed done by taking the subject which not in level, random, or territory but based on the purposive. The subject of this study were whole selected Gen Z students by questionnaire which supported by the observation.

D. Research Instrument

Moleong (2000, p. 19) said that the qualitative study is required the researcher himself as the main instrument of the research. In gathering the data, the qualitative study depends on the researcher. That is because the study cannot directly decide what is going to be researched.

In this study, the researcher is the main instrument of the study. The role of the researcher was to observe, and to interview the subjects of this study. They were Gen Z students who included in tenth, eleventh and twelfth grade at MAN Kota Palangka Raya. The researcher took Gen Z Perspective at X MIPA 2, XI Bahasa, and XII IPA 6 as the subjects in this study by interviewing them. The researcher observed the use of Instagram to improve the vocabulary as the object of the study by stalking their Instagram accounts.

E. Data Collection Procedure

In collecting the data for this research, the researcher has done questionnaire, observation, and interview to obtain the data in order to answers the research problems. Creswell was also said that the research problem and questions you would like answered in a study. All strategies apply to sampling a single time or multiple times during a study, and you can use them to sample from individuals, groups, or entire organizations and sites. In some studies, it may be necessary to use several different sampling strategies (2011, p. 207). For more explanation, these procedures might be discussed as follow:

1. Questionnaire

According Creswell (2011, p. 3) A questionnaire is data collection Instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents. So, from the questionnaire, we can know the basic data of respondents. In this study, the questionnaire is also having functions to select the students who include the Gen Z students. It helped the researcher to know who have became the sample of the data and the findings of the study even first and second research questions.

2. Interview

Donald Ary (2010, p. 438) stated that interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help to understand the experiences of the people have and the meaning they make of them rather than to test hypotheses.

In this study, the interview was conducted to selected Gen Z students. It has helped the researcher to answer both of research questions which want to explore deeply about their perception (perceive) about Instagram for improving EFL vocabulary. It is like what Patton (2002, p.4) said that the Interview responses about people's experiences, perceptions, opinions, feelings and knowledge.

The Interview has used Open-ended questions which allow the respondents to express an opinion without being influenced by the researcher (Foddy, 1993, p. 127). The reason why this study uses open-ended questions because the researcher wants to know deeply how Gen Z Students perceive on the use of Instagram to improve the vocabulary.

3. Observation

Musharaf (2012, p.9) " observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena ". Also, According to Liu,Pietro,Samani, Moghaddam,& Ungar (2016, p. 211) said that "Social Media give users opportunity to using data sets of users and their online behaviours, recent studies have managed succesfully bulid model to predict a range of users traits, such us

age, gender, personality, and locations". According to the theories above, the researcher has used this technique that systematically selecting and watching behavior and characteristic of their usage of Instagram by stalking their Instagram.

Despite problems in innovative data collection, the Individuals designing qualitative projects to include new and creative data collections methods that will encouradge readers and editors to examine the studies. Researcher need to consider visual ethnography or the possibilities of narrative research include living stories, metaphorical visual narratives, and digital archieves (Creswell, 2007, p. 129). The stalking of the Instagram function is to get the digital archieves which gave the visual ethnography of the object of the research activity on Instagram.

The process of stalking the data observed the account of the subject. The following of the subject accounts was observed. The researcher observed what the subject followed to learn English by Instagram. Then, the researcher has observed the account which followed by the subjects to know what genre of posting usually have been posted. Genre means what posting they have been delivered "like" such us vocabulary (words and phrases), pronunciation, and grammar too. The researcher also observed the kind of the English Account that they "like" or "comment". The kind means that they most loved of postings are videos or mimes or maybe other things. To know how the vocabulary improving, the researcher observed the previous posting of the subject. The researcher observed the word or phrases which have been gotten by the English Account in Instagram at their posting.

In this study, the use of Gen Z students in Instagram was observed. This technique was helped to support the selecting of Gen Z students and answered both research question which about the use of Instagram by Gen Z to improve their vocabulary.

F. Data Analysis Procedure

"Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that accumulate to increase own understanding and enable to present what have discovered to others" (Sugiono, 2010, p.88). In this research, the researcher applied the analysis data. According to Given (2008, p. 186), data analysis is an integral part of qualitative research and constitutes an essential stepping stone toward both gathering data and linking one's findings with higher-order concepts.

According to Levine (1985), Wolfe (1992), & Huberman and Miles (1994) in Berg (2001, p. 35), all argue that data management and data analysis are integrally related. In other words, after data management, data analysis consists of data reduction, data display, and conclusions and verification.

Based on the statement above, the researcher conducted data analysis into four phases. The four phases of analysis data are as follows:

1. Data collection, the researcher collected the data gotten in the field and then made a collection of the data that can be understood and analyzed related to the topic of study.

2. Data reduction, the researches selected and then choose data that relevant to the study and only focused on the data that direct to solve the problems of study.

3. Data display, to notice at displays data helped him to understand what was happening and to do something further analysis or caution on that understanding.

4. Data conclusion, after the data had been collected, reduced, displayed, and analytic conclusions were conducted to emerge and to define the data more clearly and definitely.

According to the statement above the researcher could be concluded that the data were analyzed based on the result in data of Interview to see their perception (Perceive) on Instagram and the observation result on Instagram use to improve the vocabulary.

G. Data Endorsement

According to Lexy (p. 127), the data endorsement is used to make the data be accurate in order to make clear the data getting in a research. There are four criteria that are used in getting the data endorsement, they are:

1. Credibility

In this research, order that the data can be believed and fulfill the truth by information source from the information of the study. To effort in order that the truth of the result of the study believed, it is supported in some ways, like:

a. The existence of participants

The researcher really knows the condition of being where the study will be done, make a good relationship with the teacher and students, recognizes the culture of the environment of X Mipa 2, XI Bahasa, and XII Mipa 6 at MAN Kota Palangka Raya and check the truth information that was gotten before.

b. Do observation diligently

To get a specific information, the researcher does observation carefully and specifically, in order to make the data getting accurately. The observation will be dealt at their account of Instagram.

c. Triangulation

According to Greene et al. (1989, p. 259) triangulation is seeking convergence and corroboration of results from different methods and designs studying the same phenomenon. Triangulation object is checking the truth of data by explaining data needed, namely by questionnaire, interview, and observations.

d. Transferability

Transferability related to question namely, how far the result of the study can be applied in other context. It means, the researcher gives details description about the result of the study that has done, that is the result hoped to have the benefit for the study in the next time.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the researcher in the field of study which consists of data presentation, research findings and discussion.

A. Data Presentation

The first research process that the researcher did to have the subject of the data that was the process of selecting Gen Z students in X Mipa 2, XI Bahasa, and XII Mipa 6 who had all of the criteria like what have been told in chapter II of this research. The process of selecting data used the questionnaire. There are 80 students were given questionnaire, 30 students at X Mipa 2, 28 students at XI bahasa and 32 Students at XII Mipa 6. They were selected by the questionnaire as much as 9 students. After the researcher got those students, the researcher did the second process that was observation which have been taken the first data in their Instagram Account which have been told by them in the questionnaire and researcher found that they were at least following an account which sharing something to learn English. The third data has come from interview, the interview consisted of the criteria of Gen Z and also the shaped Gen Z by technology and Learning Style of Gen Z students like what have been told in the Chapter II. Here are the data that were gotten from those processed:

1. Based on Questionnaire

The questionnaire has been showed us some data that pointed some participant who have been categorized as Gen Z Students by the criteria. It is in line with the explanation on chapter II. For expressing their perceptions, they were decided some choices, SA was Strongly Agreed, A was Agreed, CND was Could Not Decided, NA was Not Agreed and SNA was Strongly Not Agreed. Here were the presentation of the data that shown from Questionnaire.

Table 4.1. Result of questionnaire in MAN KOTA Palangka Raya

NO	Questions	SA	A	CND	NA	SNA	%
1	I was born between 1995s and 2012	9	0	0	0	0	100%
	Total%	100%	-	-	-	-	100%

This question was adopted from Singh (2014, p. 59) which written in chapter 2 page 15 that Gen Z students were born between 1995s and 2012, this is one of the requirements for the students who were classified as Gen Z students. They were classified as Gen Z students, all of the participants were born around 2001 to 2003 and they are in class X Mipa 2, XI Bahasa, and XII MIPA 6 in MAN Kota Palangka Raya.

N O	Questions	SA	A	CN D	N A	SN A	%
2	I always use Internet everyday	5	4	0	0	0	100 %
	Total%	55,6 %	44,4%	-	-	-	100 %

The usage of Internet was totally in the high level in Gen Z daily live. They were using Internet a lot, it was like what has explained in chapter 2 page 18 if they were addicted with Internet usage (Griffiths & Kuss, 2017, p. 51). According to the table above, there were 55% who strongly agreed with this statement and also 44 % who agreed. It has shown us if the students selected were a lot using Internet.

N O	Questions	SA	A	CN D	NA	SN A	%
3	I used to/ often use the social media as a pro without seeing the guide book, etc.	4	5	0	0	0	100%
	Total	44,4 %	55,6 %	-	-	-	100%

It statement has referred to the theory of Gen Z students in chapter 2 page 16 which was told that they were tech savvy by Barcelon (2010) in Harmanto (2013, p. 3), it means they were "true digital natives". There were 44,4 % who strongly agreed and there were 55,6 % who agreed with that statement. The datum was shown us that they were the digital native itself.

N O	Questions	SA	A	CN D	N A	SN A	%
4	I use more than one application when using mobile phones	5	4	0	0	0	100 %
	Total	55,6 %	44,4%	-	-	-	100%

Another Gen Z characteristic was multitasked, it is like what was told in chapter 2 page 16 by Barcelon (2010) in Harmanto (2013, p. 3). The students were always use a lot of things in one moments. The datum was shown us if there were 55, 6% who strongly agreed and 44, 4% who agreed. It means that they were well multitasked related to their Generations.

N O	Questions	SA	A	CN D	N A	SN A	%
5	I assume that social media is very useful for young person like me	8	1	0	0	0	100 %
	Total	88,9 %	11,1%	-	-	-	100%

The students was so addicted with social media, the researcher want to know how far they agree to using social media was useful for them. The data was shown us there 88, 9% who strongly agreed and 11, 1% was agreed if social media was very useful. They were thinking that social media was useful. It was like what have explained in chapter 2 page 30 (Erren, 2015, p. 290).

N O	Questions	SA	A	CN D	N A	SN A	%
6	I use social media for learning English	4	5	0	0	0	100%
	Total	44,4 %	55,6 %	-	-	-	100%

The usage of social media in the Learning English Language environment was involved nowadays like was explained in chapter 2 page 28 (Quarder, 2014, p.2). Furthermore, Related the same chapter and the same page by Gottipati & Shankararaman (2017, p. 392) if the learners have environment shift in learning language. Gen Z students were learn by social media, it is like what the datum was shown us that 44, 4% participants strongly agreed and 55,6% agreed with the statement.

N O	Questions	SA	A	CN D	N A	SN A	%
7	I like Instagram more than any other social media	4	5	0	0	0	100 %
	Total	44,4 %	55,6 %	-	-	-	100%

We have known the usage of social media at previous question of the questionnaire, many kind of platforms which used by Gen Z students. The Gen Z students were like Instagram as the most loved social media platform. It was shown by the datum above, there were 44, 4% who Strongly agreed and 55,6% who agreed with the questionnaire's question. It was correlated with the data from one of previous study which showed in chapter 2 page 28 by Coley &

Meghan (2015, p. 77) if Instagram was the most popular social media in Gen Z students.

N O	Questions	SA	A	CN D	N A	SN A	%
8	I'm Interested to learn English by Social Media	4	5	0	0	0	100 %
	Total	44,4 %	55,6 %	-	-	-	100%

After social media usage in the sixth questions the researcher looked for another requirements as the proper participants which was looked for. The Gen Z students were interesting to learn English by social media. The datum was shown that 44, 4% who strongly agreed and 55, 6 who agreed. It was like what has explained in chapter 2 page 33 (Ivanova & Smrikarov, 2009, p. 6) which said that Gen Z put attention to explore Social Media.

N O	Questions	SA	A	CN D	N A	SN A	%
9	I have Instagram account and use it to learn English	5	4	0	0	0	100 %
	Total	55,6%	44,4%	-	-	-	100%

Language learning style of Gen Z students were using the new ways, they used Instagram a lot then others. The usage of Instagram was having the advantage for them to take a lot of information included English learning posted like what have been explained in chapter 2 page 29 by Monica, Anamair & Mirabella (2014, p. 128- 129) if social media has been being the backing platform to learn English. In this case the social media usage was pointed on Instagram

N O	Questions	SA	A	CND	NA	SN A	%
10	I'm following an account which uploaded English content	5	4	0	0	0	100 %
	Total	55,6 %	44,4 %	-	-	-	100%

According to chapter 2 page 29 have explained that the Gen Z made their learning environment itself in online experience by following some accounts (Cabot, 2014, p. 11). This was one of the key requirement that needed the students must be following the Instagram English accounts. The datum was shown us 55, 6% who strongly agreed and 44, 4% who agreed by the questionnaire's question. The result of this questions was the Gen Z students followed English Account on Instagram it was like what Bouhami said in the chapter 2 page 29 (2016, p. 31) .

N O	Questions	SA	A	CND	NA	SN A	%
11	I have been paying attention to those accounts endlessly, Instastory and also the post that appears on their home of Instagram	3	6	0	0	0	100 %
	Total	33,3 %	66,7 %	-	-	-	100%

The followers of an accounts were possible to see all of the activities of the following account. The students were paying attentions to the account in length, however the posting of the English account even their Instastory like what was explained in the chapter 2 page 26 by Hu, Manikonda & Khambamphati (2014, p.1). Furthermore, in the chapter 2 page 30 by Korean times (2018, para.1) was also explained. According to the result of the datum there were 33, 3% who strongly agreed and 66, 7% who agreed with the questionnaire's questions.

NO	Questions	SA	A	CND	NA	SNA	%
12	I felt a lot of profiting from following those accounts	4	5	0	0	0	100%
	Total	44,4%	55,6%	-	-	-	100%

The Gen Z students were believe that they were got a lot of profiting from the accounts which followed like what was explained in the chapter 2 page 30 by Erren (2015, p. 290) that Instagram were very usefull to increase their obstacles on vocabulary. They take a view 44, 4% students who strongly agreed and 55, 6% students who agreed to the questionnaire's question. They claimed they were got a lot of knowledge in learning by Instagram Accounts.

2. Based on Observation

This kind of research process was aimed to make sure their activities in Instagram. This process was shown some data about their activities on Instagram included what accounts which were followed by Gen Z students, what kind of visual postings that uploaded, the Gen Z students "like and comment" activities. This process was one by researcher personal account on Instagram, and the data was taken in 27 September, 2018.

The Gen Z students were following some accounts on Instagram even local account which the user form Indonesia and the native account which the user was not from Indonesia, but the user was from abroad. In this study, the students were following the big three accounts which had a lot of followers, they were:

a. *@guruku_mr.d Account*

This account has been having 443 postings, 855 K followers and 885 following in 27 September, 2018. In this study, there are 6 participants which followed his account. This user has a native who has been being English Content. In the description of the account was wrote "a comedian who teaches English. I'm (USA flag)". In September, this account has upload 18 postings. Twelve of them were English Video Content. The researcher taking a view that this account was the consistent account which delivered the vocabulary postings to his followers. He was always posted his postings once per two days.

He also made the English content by the viral Indonesian terms. It was proven in many postings that he was posted.

b. *@skinnyfabs Account*

This account has been having 160 postings, 770 K followers and 999 following in 27th September, 2018. In this study, there were 6 participants which followed his account. The user is Indonesian who has enthusiast to English, he was viral in Indonesia because he has "British Accent" (sounds like in Harry Potter Movie), his accent was posh and that was drawn the interest of Indonesia public. In September, this account has upload 9 postings. Four of them were English Video Content. The researcher taook a view that this account was also delivered the vocabulary postings to his followers.

c. *@randypratama.s Account*

This account has 305 postings, 60, 3 K followers and 818 following in 27th September, 2018. In this study, there were 2 participants which followed his account. The user is Indonesian who has enthusiast to American English, he was the owner of @kampunginggriscoo.id. In September, this account has upload 3 postings, one of them was English Video Content. The researcher took a view that this account delivered the vocabulary postings to his followers. He was broke his time for a moment in September. Actually, this account was delivered the English Video Content in once a day, it was proven by the activities which were done in July, 2018.

The English accounts were uploaded the posted endlessly, because the Instagram was allowed the users uploaded maximum 10 photos/videos. In this study, most of them were enveloped the English Content by video even videos, they were never uploaded the content by photo. Many students were enjoyed the postings by like the English video content.

The Gen Z students were done the activities on their Instagram Accounts, included their "like and comment" activities as the response to the postings which delivered. The Instagram was allowed the user to express their expression to others posting. The result of observation data of "like and comment" activities were shown that Gen Z students were just often to like and never to comment their following accounts. It was proven in the appendix.

3. Based on Interview

First question was about confirmation of learning activities (private class) after school. The needed of English knowledge was so important to Gen Z students, the knowledge at school was not sufficed enough. The Gen Z students were not in the private class, based on the interview section there were just 4 persons who were confirmed that they have been being in private class and the others was not had time to get the private class after school.

The second question has asked about what kind of the most social media used on the Gen Z students in their daily live. The interesting of each social media has been selling to their users. But, most of them were answered, if they were used a lot to Instagram, Whatssapp and Youtube.

The third question has interviewed to students about the usage of social media on the Gen Z students. The researcher give 1 to 10 scaled for the Gen Z students to know how much they were used the social media. The minimum answered they were put 7 and they were put 10 scaled for the usage of social media in daily live.

The fourth question was delivered about the most used and the most loved platform of social media was Instagram. They argued if Instagram was a lot of viral terms and Interesting contents, those were like politics, religion, education, entertainment, jokes,ect. They were also claimed if the content of Instagram were acceptable and enjoyable, that's why the Gen Z students claimed Instagram was the most used and the most loved platform of social media.

The fifth questions was given to the students about how much the Instagram usage of Instagram. The researcher give 1 to 10 scaled for the Gen Z students to know how much they have using the Instagram. The most of them answered that the Instagram was used in 8 to 9,8 scaled, then the usage of Instagram was so highly usage.

The sixth question was delivered about the usage function of Instagram to learn by their own way especially in learning English. They were learn English independently by Instagram usage. They said that the Instagram was using for learning English every day.

The seventh question was asked about the way how they learn in Instagram. At the previous question said that they were learning English by Instagram for their own way. Evidently, they were following some English accounts, then looked at the postings which were posted by the following English account.

The eight question was asked about what was the most known account by Gen Z students evidently. Many account which delivered the students English content endlessly, but the most known account by the Gen Z students were @guruku_mr.d. There were six students who followed his account.

The ninth question was asked about what account that were followed by the Gen Z students evidently. Many account which delivered the students English content endlessly, but the big three which followed by the Gen Z students were @guruku_mr.d, @skinnyfabs, and @randypratama.s. These accounts were followed by the most of the Gen Z student accounts.

The tenth question was asked about another options which followed by the Gen Z students. Evidently, another English accounts were different. But there were account which followed by two students, it was named by @nessiejudge. They said that this account actually was not English content but she was native who has been using English in every postings. The researcher were not included this account because it was not the special English account.

The eleventh question was asked about the activities of "like and comment" some postings by the Gen Z students. All of them were never comment the postings, they were just like the postings. Some of the argued that they were just no reason even comment in Bahasa for that case and others has said it was hard for them because, they were little bit trouble in making some words especially in English.

The twelfth question was asked about the gain and weakness of Instagram to learn English especially to improve vocabulary. The most gain of Instagram was effective included the place and the time. They said they can learning everywhere they wanted and also they do not need to prepare time to learn. The weakness was they were easily distracted by another interesting content.

The thirteenth question was asked about the media (video/meme) that they loved when English account posted the posting. They all have answered the reasons in differently about the loved media which was posted. But, they all have coincided that video because they loved to see the visual terms, the pronunciations of the vocabulary that was given and also the some jokes which made the posting Interesting.

The fourteenth question was asked about kind of vocabulary which were uploaded in the postings (new vocabulary or the known vocabulary). The answered of them were just balanced, there were answered said a lot of them have gotten the new one and in the other side they have gotten the known vocabulary. These all depend on their hearsay of the Gen Z students in postings.

The fifteenth question was asked about do the students have ever gotten the response in commented the postings. But, the Gen Z students never comment the postings anymore. That was the cause why they never got some responses.

The sixteenth question was asked about process of remembering the vocabulary in Instagram. This process was different, it was depend on their ability. They said that the most students were easy in remembering the vocab, but it was temporary. Sometimes when they face it in another times they would be remembered the vocabulary.

The seventeenth question was asked about their perception about vocabulary received in Instagram. The students said that they were Interested when receiving the vocabulary by Instagram. It caused of the words or sentences those were delivered has in their around vocabulary. It made all of them felt that the vocabulary from Instagram was acceptable.

The eighteenth question was asked about the usage of vocabulary which have got from Instagram. Six of them has claimed that the students were often to used vocabulary even in home with mother, friends inside even though outside the school, and also in playing online games.

Nineteenth questions was asked about the examples of vocabulary which was gotten in Instagram. The persons and the quantity of students who could gave the example vocabulary were the students who have answered that they used the vocabulary in daily live. The vocabulary that was given by them has included words and sentences.

Twentieth questions was asked about the processed of stalking English account that they follow. All of them claimed that they has stalked the English account that they followed, the most of them stalked the accounts were caused of the postings that appeared when opened the home of Instagram and also they processed of opening the explore feature of Instagram.

B. Research Finding

The research findings were found from triangulations of three instrument that were combined to answer the first and second research questions. The findings was the result of the analysing data by the researcher after the research was begun. Like what Creswell said that in the chapter 3 page 40 the research findings were answered by the research questions. Here were the findings were found:

RQ1. How do Gen Z students perceive on Instagram as a platform to improve the vocabulary?

1. Instagram was being overly popular in the Gen Z students' ecology

As the most popular social media platform in Gen Z students. Instagram was also the most loved and the most usage by them as a mobile applications. It was like what their answered about the most loved and the most usage of social media platform, they answered:

"… Instagram, Karena di dalam instagram banyak konten yang bisa menambah wawasan, kaya dari segi agama, politik, update terbaru, ya intinya kita bisa tau berita apa yang lagi viral itu apa aja…"

(Instagram, there are many contents wyasa hich were given us the Knowledge. It was manslike about religion, politics, and the new update information) - M3-

The most loved and the most usage of Instagram was caused because they were the "digital natives" who comfortable with Internet. It was also related with the Interview which they were said:

"… Instagram, Karena di dalam instagram banyak konten yang bisa menambah wawasan, kaya dari segi agama, politik, update terbaru, ya intinya kita bisa tau berita apa yang lagi viral itu apa aja dan intinya saya bisa belajar tentang apapun dengan nyaman kalo di Instagram karaena memang sebenarnya saya gak niat bener – bener belajar jadi saya nyaman aja gitu …"

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(Instagram, because there are many contents which are given us the Knowledge. It was like about religion, politics, and the new update information. The most important thing has I can learn about everything by convenient in Instagram, because I don't have any intention to learn consciously) – M3 –

The convinient feeling has made them accepting anything that comes from Instagram. They were not having pressure in learning through Instagram. The learning just happened without attention before.

2. Instagram was the edutainment platform

One of Gen Z students learning style has edutainment. They were learned English by Instagram as learning style, because they have learned by their normal way to entertained their selves. It was also related to data of Interviewed which Gen Z student said:

"....cara belajarnya biasanya ngeliat video, video lawak ada ngomong – ngomong bahasa inggrisnya pastinya, sambil mendengar pengucapan – pengucapannya dll lah, tapi bisanya kalo gak tau nanya ke kakak, tapi intinya belajaranya sambil buat hiburan ka…"

(Usually, the way to learn English on Instagram by seeing the video that posted, it was like the jokes video in English. Unconsciously I learn how to pronouncing some words. But when I've gotten stuck on the meaning

I'll ask to my old sister. But the most important thing that I learned and

entertained myself by Instagram) – M1 –

The learning on Instagram was like the smooth learning. The Gen Z students were build their own Instagram to be the ecology of English learning process to improve their vocabulary in both consciously and unconsciously. Digital contexts were made the Gen Z students was learning English both consciously and unconsciously. It was also reinforced by finding which have found in Interview section where shown if the students feeling conscious and unconsciously. It has made them were not needed to prepared the time or place for learning English to improve the vocabulary. These all were sequenced to the Result of Interview which said:

> *"….kan kita kan ngeliat yang kaya tadi tu, tiba-tiba tau aja nyerep…"*
> *(We just see the postings, and just immediately come through the brain)*
> *– M5 –*

> *"… Keuntunganya yang pastinya efisien waktu dan tempat. Kalau kekurangannya tu, salah satunya, ada banyak orang, mungkin beberapa orang yang sulit mengakses internet, jadi gak semua orang bisa belajar di instagram…"*
> *(Definitely, the advantage was the efficient time and place. But, the weakness was there were some people who cannot access the Internet to use Instagram) – M9 –*

The Gen Z students were also comfortable Instagram usage because of they were "digital natives". It made Instagram were acceptable on public even though the sense of interested postings which delivered by Instagram Account. It was like Gen Z students said through the interview:

> *"...kalo keuntunganya itu, eee.. apa ya, materi yang disampaikan di ig itu kaya on public kaya modern, kaya eee... bahasa pergaulan diera sekarang gitu, terus eee... lebih seru aja kalo gitu, lebih kekinian..."*
>
> *(Literally, the advantage was the Instagram contents were more modern and received by public. That was very interesting and fun).* – Nur Aisia Putri Mahesa Arrasyid –

It has not shut down the possibility that vocabulary which was delivered via Instagram that was received well by Gen Z Students.

The most followed account by Gen Z students was @guruku_mr.d, it was like what was shown in observation section and interviewed section. The observation and Interviewed data have shown 6 participants were following the account. It was caused that the posting were posted some Interesting contents even the viral content which were related with some vocabs, grammar and pronunciation or some vocabs that the students seldom to know (slang). He always gave sense of humorous in every postings that were posted. It was sequenced.

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Learning new words was depend on the student's strategy of learning and the motivation of learning language. It means they were got different vocabulary hearsay. Then, the researcher was in doubt for deciding the kind of vocabulary delivered that were gotten by Instagram has the new one or the known vocabulary. But, the researcher has found that the new vocabulary has increased the hearsay of the Gen Z students and for the known vocabulary has fixed the error knowledge that they were known before. It was also supported by students answered in Interviewed that:

"...ada yang baru dan ada yang lama ka, kalo yang baru biasanya jadi pembendaharaan kata baru buat saya, tpi kalo lama, itu seringnya jadi memperbaiki yang sudah saya tau ternyata ada kesalahan..."
(There are the new ones and the known ones. New Vocabulary was being an input of hearsay for me. However, the known vocabulary was being the repairmen for me) – Noor Shafa Annabila –

The explanations above have shown us some evidence if Instagram was used in their daily live has their learning style. They were used the Instagram to entertained their selves but they were in consciously and unconsciously situations has learned some vocabulary through Instagram postings.

3. Following some English Accounts to get the Input of English Content
(Including Vocabulary)

The processing of following an account to get explanation of the English content. It was matched to the finding of the questionnaire that said the Gen Z students followed some English accounts on Instagram. Follow activities on Instagram. The Gen Z followed the English Accounts because they made kind of like Learning Environment which were helping them improving their English terms especially in English Vocabulary. It was also reinforced by Students perception about learning by Instagram in the Interview, he said that:

> *"...pertama t ais kan gak terlalu suka buka ig, terus ais t sering ngomong – ngomong bahasa inggris t di rumah nah kata abang ais coba follow @guruku_mr.d sama @skinnyfabs jar, terus itukan tentang belajar bahasa inggris jarnya. Terus lama – lama pas ngebuka ig muncul itu terus jadinya buka lagi, pas liat explore seringnya juga muncul jadi stalking lagi hehe*
>
> *..."*
>
> *(When I open Instagram, I often to speak English at home, then my brother suggested me to follow @guruku_mr.d and @skinnyfabs, then I tried to follow. And now it will appear at Instagram home, and I like to explore by stalk the account) – M2 –*

> *"... Saya ngikutin akun nya terus tiap postingannya saya liat jadi pengetahuan baru..."*
>
> *(I follow that account and I get input) – M3 –*

> "…. Ya, saya juga belajar lewat instagram, karena instagram itukan di pake orang seluruh dunia, jadi kita dan mudah mengaksesnya. Jadi gak perlu kemana mana cukup liat hp aja…"
>
> (Yes I also learn from Instagram, because Instagram is Universal, everyone is very easy to access it that's why we don't need to be going somewhere, we just need to open our gadget). – M5 –

The section when student said "so we don't need to go everywhere" it was given us a clue that they don't need to go everywhere, they just need to make the learning environment for their own purposes including to improve their vocabulary through Instagram. In another answer of the questions he said that:

> "…lebih menarik di ig, kita gak perlu nyari langsung ada di home kita, kalo untuk nyari khusus memang agak susah sih tapi kalo normalnya enak ig kita dapat asupan…"
>
> (Instagram is more interesting, we don't need to look for the vocabularies, it will just appears on our home account, but if we are looking for some vocabularies it will be little trouble. Normally, Instagram is more enjoyable, we've gotten input) – M5 –

All the students (Gen Z students) have vast experience in online social network specifically Instagram as they own their personal purposes and matters as such the task given pave the way for smooth learning.

RQ2. How do Gen Z students' Instagram used at X Mipa 2, XI Bahasa and XII Mipa 6 in Man Kota Palangka Raya to improve the vocabulary?

4. English video content was the most loved postings of Gen Z Students

Related to the one of the findings in questionnaire showed us that Gen Z used Instagram to learn English. Furthermore that based on the finding on Interview, Gen Z students are addicted to the Instagram. If they open their mobile phone they always want to open the Instagram without any intentions on their mind. They were not focused to their previous others Intention, it was side-tracked by Instagram. That's why the Instagram is very convenient to learn even English Language, especially in improving vocabulary. It is like what the participants said I n the Interview section that:

> *"...Instagram, soalnya tuh kalo saya biasanya buka hape inget gak inget t biasanya langsung bawaanya buka instagram, awalnya mau buka google malah kebuka ig ..."*
>
> *(Instagram, because I don't know, I am kind of addicted because when I use mobile phone I will always open Instagram even if I want to open another application)* – M8–

This finding showed that Instagram was the most popular social media used. The three Instruments findings were shown us if they were using Instagram a lot on their daily life than another social media. Gen Z students were also influenced by Instagram. Instagram allowed the user to follow others people and vice versa. In this study, the Gen Z students were claimed that they

have loved more to the video posting of English account. It was like the Gen Z said in the Interview section that:

> "...video, karena kalo di video langsung di kasih tau cara ngomongnya, langsung di praktekin. Kalo saya emang orangnya susah paham klo Cuma baca perlu ada orang yang ngebantuin merealkan kata – katanya t nah ..."

> (Video, because we directly listen pronunciation, directed implicated.. You know that I am little bit hard if I just read it, I need someone helped me to make all reasonable) – M8 –

> "...Video, lebih suka video bentuknya visual di liat ada subtitle dan di dengar, terus memang lebih suka video karna lebih mudah di pahami, kalo yang foto itu biasanya dari quotes – quotes gitu, jadi kalo gak tau artinya perlu nyari lagi..."

> (Video, Preferred the video shape of visual features (subtitle) and are viewed, are listened, and also preferring the video because it is easier to understand, that's usually from the quotes, or so if you don't know the meaning of searching for more) – M2 –

5. Gen Z students' steps to improve Vocabulary in Instagram

To improve vocabulary there were steps to do, the students need to do the steps of vocabulary learning to make their hearsay were improved. The five steps were:

The first main step for vocabulary learning was encountering new words; which means looking for sources forwards. In this steps, the students should to read and listen about English vocabulary terms. English video content has encountered some new vocabulary which delivered, it was like what students said in the interviewed section:

"...Ya ka, biasanya kosakatanya baru dan juga sekaligus pelafalanya..."

(Yes I do, so often I've been getting new vocabularies and also the pronunciation) – M9 –

"...Lumayan banyak yang baru sih ka, kalo yang lama biasanya sering ngerasa yang saya tau ternyata salah dari segi pengucapan atau bahkan tulisan..."

(There were quite a lot of new ones, but they relized something terrible on pronunciation and the writing of the vocabularies when gaining the known vocabulary)

– M2 –

The English video content was delivered usually was subtitled, it means the subtitled was red by Gen Z students to facilitated the students' understanding

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of the materials were given through video. It was like the students said that the video was subtitled and helped the students' understanding:

"…Video, lebih suka video bentuknya visual di liat ada subtitle dan di dengar, terus memang lebih suka video karna lebih mudah di pahami, kalo yang foto itu biasanya dari quotes – quotes gitu, jadi kalo gak tau artinya perlu nyari lagi…"

(Video, Preferred the video shape of visual features which were subtitled and are viewed, are listened, and also preferring the video because it is easier to understand, that's usually from the quotes, or so if you don't know the meaning of searching for more)

– M2 –

The process of reading was delegated by the subtitled in the video, because the video was watched by Gen Z students. For the listening process the students had the coherence to the students answered in Interviewed sections which were said that:

"…video, karena langsung dengar cara pelafalannya terus aku berasa kaya lagi ngomong sama orangnya dan kalopun kita udah tau kosakatanya kita kadang salah dan di baikin biasanya…"

(Video, because we directly listen pronunciation then I feel like talking with him. Even if we knew the vocabulary sometimes we've gotten wrong and usually it is fixed by the video) – M4 –

The listening of the pronunciation and the explanations of the meaning was the listening process that students were did in the English video content.

The second essential step for vocabulary learning was gotten a clear image of the word form, spelling and pronunciation. Getting the form of a word was considered a very important step especially, when learners were asked to define words. According to the students answered in the interview section about what they have gotten by following the Instagram account were vocabulary meant, grammar and also pronunciation of the vocabulary:

"… Grammar, vocabulary sama pronunciation…"

(Grammar, vocabulary and pronunciation)

– M7 –

These process has made students were gotten their learning environment. It was also supported by students answered in the interview:

"… Instagram, Karena di dalam instagram banyak konten yang bisa menambah wawasan, kaya dari segi agama, politik, update terbaru, ya intinya kita bisa tau berita apa yang lagi viral itu apa aja dan intinya saya bisa belajar tentang apapun dengan nyaman kalo di Instagram karaena memang sebenarnya saya gak niat bener – bener belajar jadi saya nyaman aja gitu …"

(Instagram, because there are many contents which are given us the Knowledge. It's like about religion, politics, and the new update information. The most important thing has I can learn about everything by convenient in Instagram because I don't have any intention to learn consciously) – M8 –

It was shown us if the Gen Z students were Digital Native who were comfort to learn in digital technology.The users of Instagram were gotten some new words by the process of following each other because Instagram was allowed the followers have gotten postings. Based on the observation data that researcher was did, mostly the English content creators were posted English video content as their postings more than the meme. The students were liked the postings to express their feeling and agreed perceptions. Those were like what students answered that they more loved the English video content and the observation data which were shown that student just liked the posting and never comment. The students were said about the activities in Instagram to the postings:

> "… like sering, komen jarang…"
> (it is quite a lot, but comment is almost never)
>
> – M8 –

They were liked the video as the media to Improve their vocabulary especially in English Video Content which were delivered by the content creators.

The third step for vocabulary learning has gotten the word meaning. It was done through some strategies such as asking the native speakers or people who know the learners" native language about the meaning of the word, stating the meaning to someone in order to enable them to give the exact word. Another way of getting word definition has had a bilingual friend or teacher in order to help the learner to get the word meaning. Finally, the most popular way of learning the word meaning is by contextualization or putting words in situation. The learner then will guess the meaning of new words easily.

The students were free to choose who was their teacher or their source of learning English to improve their vocabulary. They were had their own standards in choosing the source of learning, in this study mostly Gen Z students were chosen the @guruku_mr.d who was native speakers from USA, Indonesian English content creator like @skinnyfabs who has the British posh accent, and others Indonesian English content creator like @randypratama.s who has concerned in American vocabulary and accent. These all depend on their appetites and their goal.

The fourth main step was to emphasize the consolidation of word form and meaning in memory. It was learning word through their appropriate context in which learners can acquire the word meaning and form at the same time. The receiving vocabulary was also depend on the Gen Z students' ability of memorizing and how far they were influenced to Internet. Related to the students answered in interviewed that most of them were "hard to remember and easy to forget" This case were also related to the one of the Gen Z students' characteristic which was "skill gaps" and also another learning style of Gen Z students that was "Have short attention spans and multi-task well". These all can be called as the weakness of Gen Z students, but it should be solved. They way to solve the "weakness" of Gen Z was repetition. It was basic principles of learning and retention were involved. It was also like the Gen Z students said in the interviewed that

"... kalo kosakatanya rumit saya susah ngingatnya, makanya kalo biasanya susah saya sering ngulangin tapi di waktu yang lain…"

(If the vocabulary is complicated, that will be hard that's why I need to repeat that video in others time)

– M4 –

It has some gain which must be maximized by the Gen Z students and weakness which can be solved if they want to eclipse the weakness.

The final step in learning vocabulary has used the words. Finally, learners need all these five steps in order to improve their vocabulary and learn full knowledge of the words they want to learn. This can be done through a variety of activities, strategies, or techniques that the learners apply in each step.

Based on the Interview data, the students were asked about their habits to use English in their real lived. The data shown that the students who had some private course said that they have used the vocabulary which was gotten by Instagram and they were also given some examples of vocabulary. It was upside done with the students who has not done some private that never used the vocabulary and could not give some examples of vocabulary.

C. Discussion

The researcher have found some findings which has helped to answer the research questions. The findings are summarized and structured around the research questions.

RQ1. How do Gen Z students perceive on Instagram as a platform to improve the vocabulary?

1. Improving vocabulary through Instagram was being one of the learning style of Gen Z students

As the most popular social media platform in the Gen Z students like what have told by Lim and Yazdanifard (2014, p. 5) in chapter 2 page 26, Instagram was also the most loved and the most usage by them. It was like what their answered about the most loved and the most usage of social media platform in the interview section. The most loved and the most usage of Instagram was caused because they were the "digital natives" who comfortable with Internet like what was explained by Hartono (2014, p. 3) in chapter 2 page 16. That's why the researcher were not surprised if the Gen Z student have much loved in learning process on Instagram, because they were lived in the era which has used the technology in every terms of live. No exception in the learning language proses, the student were strongly addicted to the students characteristic like Bambang Hartono (2013, p.4) said in the chapter 2 page 25 about one of the Gen Z students learning style what was called by edutainment. According to the interview data was also shown that they loved to learn in

edutaiment terms. They loved entertain their selves and learning by consciously and unconsciously.

The learning on Instagram was like the smooth learning like what have explained by Cabot (2014, p. 11) in chapter 2 page 30 that said if The Gen Z students were build their own Instagram to be the ecology of English learning process to improve their vocabulary in both consciously and unconsciously. Digital contexts were made the Gen Z students was learning English both consciously and unconsciously. It was also reinforced by finding which have found in Interview section where shown if the students feeling conscious and unconsciously. It has made them were not needed to prepared the time or place for learning English to improve the vocabulary like what have said by them in the interview.

The Gen Z students were also comfortable with Instagram usage because they were "digital natives" like what was told by Barcelon citiced by Harmanto (2013, p. 3) in the chapter 2 page 16. It made Instagram were acceptable on public even though the sense of interested postings which delivered by Instagram Account. It has not closed the possibility that vocabulary which was delivered by Instagram was acceptable by Gen Z students.

The most followed account by Gen Z students was @guruku_mr.d, it was like what was shown in observation section and interviewed section. The observation and Interviewed data have shown 6 participants were following the account. It was caused that the posting were posted some Interesting contents even the viral content which were related with some vocabs, grammar and

pronunciation or some vocabs that the students seldom to know (slang). He always gave sense of humorous in every postings that were posted. It was sequenced like what Abad said in the chapter 2 page 32 about the EFL learning.

According to Ahmadi, Ismail, Abdullah (2012, p. 190) which cited by Yongqi Gu (2003) in Wallace (2003) said in chapter 2 page 36 – 37 said that learning new words was depend on the students strategy of learning and the motivation of learning language. It means they were got different vocabulary hearsay. Then, the researcher was in doubt for deciding the kind of vocabulary delivered that were gotten by Instagram has the new one or the known vocabulary. But, the researcher has found that the new vocabulary has increased the hearsay of the Gen Z students and for the known vocabulary has fixed the error knowledge that they were known before.

The explanations above have shown us some evidence if Instagram was used in their daily live has their learning style. They were used the Instagram to entertained their selves but they were in consciously and unconsciously situations has learned some vocabulary through Instagram postings.

RQ2. How do Gen Z students' Instagram used at X Mipa 2, XI Bahasa and XII Mipa 6 in Man Kota Palangka Raya to improve the vocabulary?

2. *English video content was the steps in improving vocabulary by Gen Z students through Instagram*

As we know that the answer of first research question was about Instagram has their Learning style. In the second research question we were found that the students were concerned in English Video Account on Instagram posting to improve their vocabulary.

Related to the one of the findings in questionnaire showed us that Gen Z used Instagram to learn English. Furthermore that based on the finding on Interview, Gen Z students were addicted to the Instagram like one of students said that if they open their mobile phone they always want to open the Instagram without any intentions on their mind. They were not focused to their previous others Intention, it was side-tracked by Instagram. That's why the Instagram is very convenient to learn even English Language, especially in improving vocabulary.

This finding was related to the theory presented in chapter 2 page 28 which said by Coley & Meghan (2015, p.77) that Instagram was the most popular social media used. The three Instruments findings were shown us if they were using Instagram a lot on their daily life than another social media. It was also supported that Gen Z students were also influenced by Instagram like was explained by Barcelon in Harmanto (2013, p. 3) in the chapter 2 page 16 which said that Gen Z students were influenced by Internet. As we know that according to Bouhami (2016, p. 31) chapter 2 page 29 if Instagram allowed the user to follow others people and vice versa. The impact which have happened

when the following each other processed was done by the Gen Z students, they have gotten some posting of the user of the followed account (English content creator).

English video content was adviced by Corey and Meghan (2017, p. 21 – 26) to utilize video-based learning like what explained in chapter 2 page 23. It was also correlated with Bambang Hermanto (2013, p. 4) in chapter 2 page 21 and Bond (2015, p. 8) in chapter 2 page 22, which said that Gen Z students have excited and prefer to receive the info by visual term including video. It was the reason that made the Gen Z Students prefer to watch video on Instagram than the meme. The creator also knows and understood about this case. According to the data from observation all of the most followed account always upload the video as the media to share English knowledge.

To improve vocabulary there were steps to do, the students need to do the steps of vocabulary learning to make their hearsay were improved. In the chapter 2 page 40 – 41 which were explained in the chapter 2 by Brown and Payne (1995, p.267) page, the researcher has token a view that the Gen Z students' Instagram used were done every single steps to improve by Brown and Payne here the five steps were:

The first main step for vocabulary learning was encountering new words; which means looking for sources forwards. In this steps, the students should to read and listen about English vocabulary terms. The process of vocabulary has encountered the students because of Instagram has allowed the users to uploaded photo/video like what was talked by Ting (2014, p.2) in the chapter 2 page 26 about Instagram activities. The English video content was delivered

usually was subtitled, it means the subtitled was red by Gen Z students to facilitated the students' understanding of the materials were given through video by the content English creators. The process of reading was delegated by the subtitled in the video, because the video was watched by Gen Z students. For the listening process the students had the coherence to the students answered in Interviewed sections which were said if they were listened the pronunciation of the vocabulary given .The listening of the pronunciation and the explanations of the meaning was the listening process that students were did in the English video content.

The second essential step for vocabulary learning was gotten a clear image of the word form, spelling and pronunciation. Getting the form of a word was considered a very important step especially, when learners were asked to define words. According to the students answered in the interview section about what they have gotten by following the Instagram account were vocabulary meant, grammar and also pronunciation of the vocabulary. These process has made students were gotten their learning environment. It's like what were explained by Gottapati and Shankararaman (2017, p. 392) and Santosa (2017, p. 183 – 208) in the chapter 2 page 28 about the convenient learning environment. It was also supported by students answered in the interview which said that they were shown us if the Gen Z students were Digital Native who were comfort to learn in digital technology.

The users of Instagram were gotten some new words by the process of following each other because Instagram was allowed the followers have gotten postings. Based on the observation data that researcher was did, mostly the English content creators were posted English video content as their postings more than the meme and the students were liked the postings to express their feeling and agreed perceptions like Ting (2014, p. 2) said in chapter 2 page 26 about why students like the posting. Those were like what students answered that they more loved the English video content and the observation data which were shown that student just liked the posting and never comment. They were liked the video as the media to Improve their vocabulary especially in English Video Content which were delivered by the content creators.

The third step for vocabulary learning was getting the word meaning. It was done through some strategies such as asking the native speakers or people who know the learners" native language about the meaning of the word, stating the meaning to someone in order to enable them to give the exact word. Another way of getting word definition has had a bilingual friend or teacher in order to help the learner to get the word meaning. Finally, the most popular way of learning the word meaning is by contextualization or putting words in situation. The learner then will guess the meaning of new words easily.

The students were free to choose who was their teacher or their source of learning English to improve their vocabulary. They were had their own standards in choosing the source of learning, in this study mostly Gen Z students were chosen the @guruku_mr.d who was native speakers from USA, Indonesian English content creator like @skinnyfabs who has the British posh accent, and others Indonesian English content creator like @randypratama.s who has concerned in American vocabulary and accent. These all depend on their appetites and their goal of vocabulary mastering (Ali, Sipra, & Ahmad, 2017, p. 263) on chapter 2 page 28-29.

The fourth main step was to emphasize the consolidation of word form and meaning in memory. It was learning word through their appropriate context in which learners can acquire the word meaning and form at the same time. The receiving vocabulary was also depend on the Gen Z students' ability of memorizing and how far they were influenced to Internet. Related to the students answered in interviewed that most of them were "hard to remember and easy to forget" This case were also related to the one of the Gen Z students' characteristic which was "skill gaps" like what have explained Tulgan (2013, para. 16) the chapter 2 page 19 and also the another learning style of Gen Z students that was "Have short attention spans and multi-task well" like what was explained by Harmanto (2013, p. 4) in chapter 2 page 22. These all can be called as the weakness of Gen Z students, but it should be solved. They way to solve the "weakness" of Gen Z by the theory of repetition by Raijimakers which explain in the chapter 2 page 32 which said that

repetition was basic principles of learning and retention were involved. It was also like the Gen Z students said in the interviewed that they were strongly remember of the vocabulary if they were repeated the video. It has some gain which must be maximized by the Gen Z students and weakness which can be solved if they want to eclipse the weakness.

The final step in learning vocabulary has used the words. Finally, learners need all these five steps in order to improve their vocabulary and learn full knowledge of the words they want to learn. This can be done through a variety of activities, strategies, or techniques that the learners apply in each step. Based on the Interviewed data, the student were asked about their habits to use English in their real live. The data shown that the students who were had some private course said that they were used the vocabulary which was gotten by Instagram and they were also given some examples of vocabulary. It was upside done with the students who has not done some private that never used the vocabulary and could not give some examples of vocabulary.

These explanations were shown that the English video content cannot be the one and only source which were used by Instagram event though they were completed the steps above. English video content was just the appropriate supporting terms on the usage of Instagram to improve vocabulary. It was coherence by the theory of Monica, Anamaira & Mirrabella (2014, p. 128 – 129) in the chapter 2 page 29 which was said that Social media (Instagram) could became effective tool and medium for backing traditional learning for learning English vocabulary. Furthermore, Gen Z was also prefer learning to

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visual learning include video like was told in the chapter 2 page 22 by Bond (2015, p.8).

The English video content was media that used by Gen Z to explore activies in improving vocabulary. They have got vocabulary which were gotten from the content creators' accounts. Their Instagrams' activities through English video content were suitable with the steps to improve the Instagram. It meant that the Gen Z students' used of Instagram was according to English Video Content. That seems like students activities of "Like and comment", their repeating of video to remember the video and others activities that have been explained.
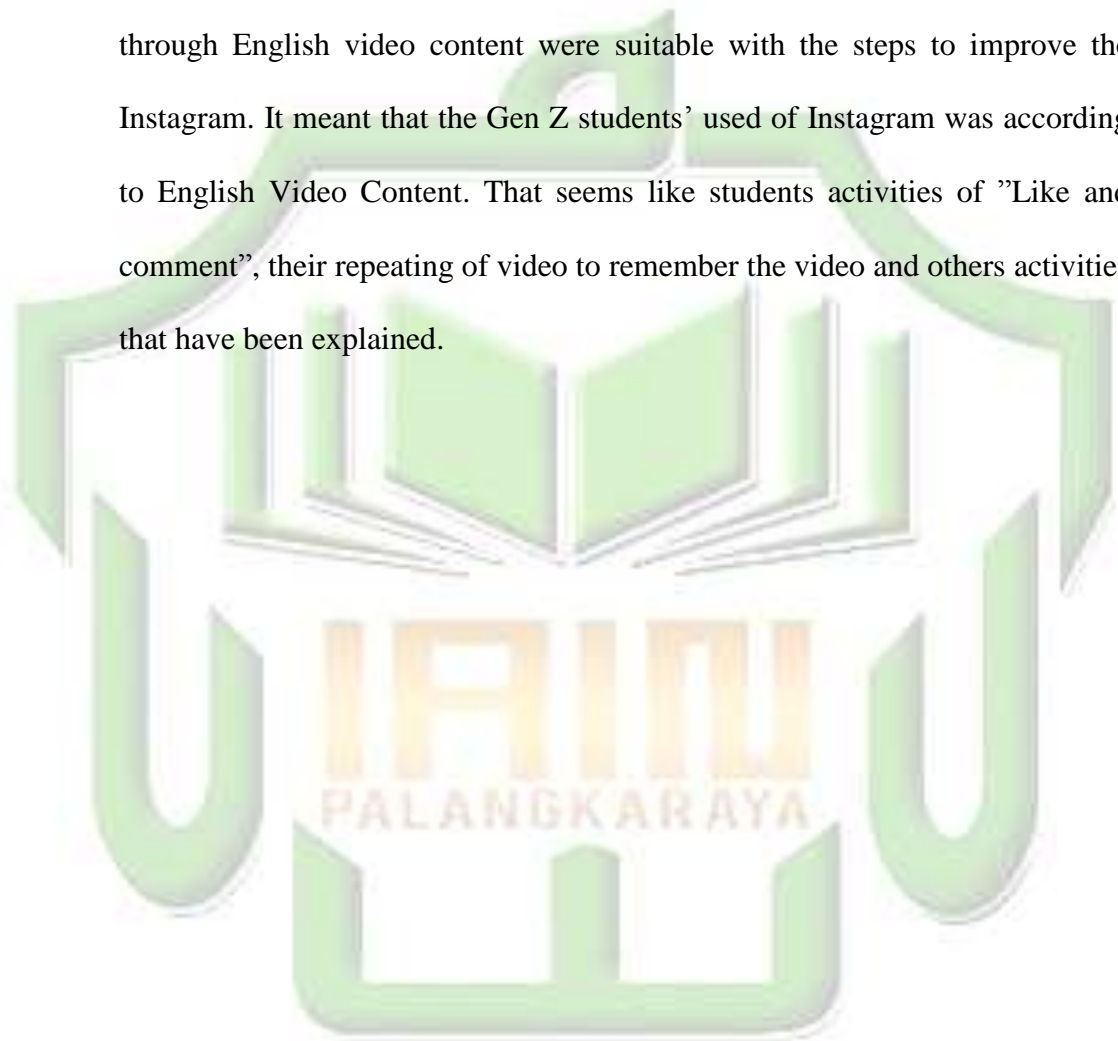
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

The overall feedback given by the respondents were mostly positive. Instagram was included as the part of their learning style, which was called by Edutainment. (Hartono, 2014, p.4). Furthermore, Edutainment as the one of Gen Z students learning styles has made them feeling comfortable in learning English through Instagram. The students thought if the process of following some accounts has produced some input from every English creator contents' posting. However, the output of the students' ability was totally different, it was depend on their ability of receiving and remembering vocabulary input. (Hartono, 2014, p. 4) If the students has some trouble on the memorizing the materials, the students can repeat a lot of the materials until they were remembered. (Raaijimakers, 2003, p. 432)

This study found that Gen Z students preferred using English video content to others media in Instagram (Bond, 2015, p. 8). It was also found that Instagram was considered an interesting English vocabulary input (Corey & Meghan, 2017, p. 21-26). Moreover, the visualized English content offered them fancy attraction by several steps in Brown and Paynes' theory (1995, p.267). The Gen Z students have applied several steps in order to deal with English

Video Content for improving their vocabulary, the steps were applied in Instagram through English Video Content. The steps were encountering new words which was gotten from the posting, getting the words form which shown from material in video, getting vocabulary meaning was also gotten by the material in video, consolidating of word form and meaning in memory were done by students activities in Instagram, and the final steps was the students usage of words which depend on their each ability.

The study has shown if it was just the supporting traditional learning way, the students still needed some private class and others supported learning environment. The findings of this study share comparable results with research of similar nature, particularly if Social media become a very effective tool and medium for backing the traditional learning and for learning English Vocabulary (Monica, Anamaira & Mirrabella, 2014, p. 128-129).

B. Suggestion

First, it is suggested to all Gen Z students who have the Instagram account to follow some English account in Instagram. Because the Instagram was given another environment where will give you the suitable environment. If the students want to improve the vocabulary, the Instagram was the one appropriate steps which will help them to support their learning environment.

Second, the problem of Gen Z students was the skill gaps which made them so different one another. There were the Gen Z students who were easy to remember the material given in Instagram, but there were another Gen Z students who were hard to remember the material given. The repeating of materials again and again could be the solution of them. That's why the researcher gives suggestions in learning language through Instagram must be repeated the postings to make sure the students receiving memory.

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