CHAPTER I
INTRODUCTION

This chapter presents the Background of the Study, Formulation of the Research Question, the Purpose of the Study, the significance of the Study, Scope and Limitation, and the Definition of Key Term

A. Background of the Study

Vocabulary refers to the complete set of words, terms, phrases, and expressions that an individual or a community knows and uses within a particular language. It represents the lexical resource or word bank that people possess and employ in communication, comprehension, reading, writing, and expressing thoughts or ideas. Vocabulary is a collection of words employed within a specific language for communication purposes (Hatch and Brown, 1995:1). Vocabulary encompasses not only the words themselves but also their meanings, pronunciation, grammatical usage, and contextual nuances. It plays a fundamental role in language proficiency, aiding individuals in conveying thoughts, emotions, experiences, and information effectively. Particularly, vocabulary is undeniably crucial for learning English or any language as it forms the foundation for effective communication, comprehension, and language proficiency.

The lack of vocabulary among students in Indonesia is a significant challenge, particularly in the context of learning English as a foreign language (EFL). A literature study on the challenges faced by students in speaking

English in Indonesia Jagadhita (2022) highlighted that the limitation of words caused by the lack of vocabulary makes it difficult for students to determine word variations and use the right word equivalents when speaking. Additionally, According to Siregar (2020), the mean vocabulary scores of the pupils vary between 6,000 and 10,000, indicating that the participants have not yet learned high-frequency terms. Furthermore, Furqanul & and Feisal (2018) indicated that vocabulary teaching and learning have not received sufficient attention, with inadequate focus on vocabulary organization, presentation techniques, and word-learning strategies. These findings collectively support the notion that students in Indonesia still lack vocabulary, which poses challenges, especially in the context of learning English as a foreign language.

Learning vocabulary through school must be a struggle for Gen-Z students due to their characteristics and preferences. According to Deana (2022) on teaching Gen Z students, they are used to having a myriad of information at their fingertips and are often looking at pictures and watching videos on their computers or phones, which can make class incredibly boring for them. Additionally, Ehuff (2022) discovered that resources must be tailored to the unique characteristics of Gen-Z students, who favor digital and visual media in educational settings and want meaningful and solution-oriented connections with their teachers and peers. However, Ehuff (2022) discovered that Gen-Zers prefer flipped classes and depend heavily on YouTube for self-instruction, indicating that they may prefer self-regulated learning. These findings suggest that teaching vocabulary through traditional

methods may not be effective for Gen-Z students, and educators may need to incorporate technology and self-regulated in English vocabulary learning.

Self-regulated learning typically results in a productive learning environment that makes effective use of resources. Self-regulated learning, according to Zimmerman (1990), Goal planning and regulatory attempts to reach objectives, time management, and regulation of the physical and social surroundings are examples of self-regulated acts. Self-regulated learning is a proactive approach used by students to acquire academic skills such as setting objectives, strategy selection and deployment, and self-monitoring one's effectiveness (Zimmerman, 2008).

The use of social media as a learning medium for English vocabulary among Generation Z students can support self-regulated learning. Alharthi et al (2020) state that social media for learning gained attention in recent years. Social media platforms offer diverse content, engagement opportunities, and interactive features that can enhance language learning experiences. X is another sort of media that provides information to its users. It is quoted from Salcedo and Dean (2021) say that X currently has 396.5 million users. X is used by 7.2 percent of internet users at least once a month. This demonstrates that X is a widely used social media platform. People are increasingly using X, particularly in Indonesia. Indonesia has the sixth-highest number of X users in the world, with 15.7 million users. X seems to have the potential to aid in the promotion of self-regulated learning. According to Lowe and Laffey (2011), in this study, students viewed X positively as a learning tool. X, according to

students, made learning more enjoyable and improved communication. In their study, Ebner et al. (2010) discovered that using X to share information, provide feedback, and engage in discussions has a positive impact. Many other studies discuss X and its role in self-regulated learning.

Several research studies have been carried out to investigate the potential of social media, particularly X, in fostering the development of self-regulated learning skills. Sekiguchi (2012) research entitled "Investigating the effects of Twitter on developing a social learning environment to support Japanese EFL students' self-regulated learning" This study discovered that the amount of time students spent on Twitter/X improved their English, and it was also discovered that C use influenced students positively. The study by Dabbagh et al (2015) investigates how to use social media to facilitate effective independent learning and its connection to self-regulated learning. The research revealed that participants were more inclined to utilize social media as a supplement for self-study. Social media has the potential to motivate individuals to learn through communication engagement and group communication. The next study related to Arumugam et al (2022) entitled "The Use of Twitter in Learning English Vocabulary: EFL Learners" stated that using Twitter/X as a language learning tool at the university level effectively promotes vocabulary learning. It was also revealed that EFL educators prefer to utilize X in teaching vocabulary, which is much more effective than traditional methods. (Husnaini, 2023) The study entitled "Students' perception in using an auto base account on twitter for supporting

self-regulated in learning English" this study stated that that students choose to use @englishfess_ auto-base in X to learn English because it is easy to use, fun, there are many English learning resources, and they can improve their English skills.

Based on the previous study above, it can be seen that social media particularly X has the potential to foster the development of self-regulated learning. This study has similarities to the previous study above, which was about using social media to learn English. However, this study has differences from the previous study. The first one is that I focused on Generation Z students, while the previous study just used students in general. The previous study did not limit the sample to ages 17-25. Also, the previous study just focused on learning English in general, while this study is more focused on learning English vocabulary. In that previous study, all of that was not limited to Generation Z students.

B. Formulation of the Research Question

Based on the background of the study, the researcher can state the problem as follows:

1. How is gen-z students' perception on the use of x for supporting self-regulated learning of English vocabulary?

2. What advantages do gen-z students get when using X to support self-regulated learning of English vocabulary?

C. Objective of the Study

In light of addressing the aforementioned issues, the researcher plans to attain specific objectives through the study as outlined:

1. To know the Gen-Z students' perception on the use of the X application for supporting self-regulated learning of English vocabulary.

2. To identify the benefit Gen-Z students get when using X to support self-regulated learning of English vocabulary.

D. Significance of the Study

The value of doing this study stems from the researcher's belief that the results would be valuable to:

1. For the Researcher

    The results of this study are expected to broaden the perspective and knowledge of researchers in particular and readers in general.

2. For the Readers

    For readers, the results of this study are expected to add insight into the perspective of readers in general about Gen-Z students' perception on the use of X application for supporting self-regulated learning of English vocabulary.

3. For the Future Researcher

    This study is likely to serve as a new reference for future academics performing research relevant to this study.

E. Scope and Limitation of the Study

This study focuses on Generation Z students' perception of using the x application to support self-regulated learning of English vocabulary. The researcher limited respondents to Gen Z students aged around 17-26 years old who actively use the x application and in X are included in this study.

F. Definition of the Key Terms

1. Perception

    Perception can be defined as the process by which individuals organize and interpret sensory information to make sense of the world around them.

2. Vocabulary

    Vocabulary refers to the total stock of words that a person has learned and understood, and it plays a crucial role in communication and comprehension.

3. Self-Regulated

    Self-regulated learning refers to the process in which learners actively engage in the learning process while controlling their behavior, thoughts, and motivation. It involves the development of skills and habits to become effective learners, including the use of effective learning strategies, effort, and persistence.

4. X Application

    X is a popular social media platform that allows users to post and interact with messages known as "posts." These posts can contain up to

280 characters and can include text, photos, videos, and links. X is widely used for sharing news, opinions, and information.

5. Gen-Z

Gen-Z or Generation Z refers to a generation of individuals who were born from 1997 to 2012 following the millennial generation. Whose generational identity has been shaped by the digital age.