

**STUDENTS' EXPERIENCES OF MANAGING
SELF-REGULATED LEARNING IN ENGLISH
VOCABULARY THROUGH INSTAGRAM**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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K.H. ABDURRAHMAN WAHID PEKALONGAN
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MOTTO

“Great things are not done by impulse, but by a series of small things brought together.”

(Vincent van Gogh)

“The best human being is the one who is most beneficial to others”

(Imam Syafi’i)



ABSTRACT

In the terms of foreign language learning, the role of vocabulary learning is very important and indivertible. However, some of the students are still lacking in mastering English vocabulary, then self-regulated learning through Instagram is expected to be suitable for students in learning vocabulary, where Instagram is one application that is very popular with students right now. Keeping that in mind, this research is aimed to investigate university students' experiences of managing self-regulated learning in English vocabulary through Instagram. The researcher used descriptive qualitative method and conducted semi-structured interview to collect the data. The interview data was analyzed by using thematic analysis by Braun and Clarke. Several undergraduate students participated in this research and shared their experiences when using self-regulated learning in English vocabulary through Instagram. The results of this research show that there are 6 strategies that students use when self-regulated learning through Instagram. Apart from that, this research shows that there are positive and negative experiences of students when self-regulated learning through Instagram. Through this research, it has been revealed that self-regulated learning through Instagram is very important for students because it can improve students' vocabulary.

Keywords: *Vocabulary, Self-regulated learning, Instagram*

ABSTRAK

Dalam pembelajaran bahasa asing, peran pembelajaran kosakata sangatlah penting dan tidak dapat dielakkan. Namun karena masih terdapat beberapa siswa yang kurang dalam penguasaan kosakata bahasa Inggris, maka self-regulated learning melalui Instagram diharapkan cocok bagi siswa dalam mempelajari kosakata, dimana Instagram merupakan salah satu aplikasi yang sangat digemari oleh siswa saat ini. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki pengalaman mahasiswa dalam mengelola pembelajaran mandiri kosakata bahasa Inggris melalui Instagram. Peneliti menggunakan metode deskriptif kualitatif dan melakukan wawancara semi terstruktur untuk mengumpulkan data. Data wawancara dianalisis dengan menggunakan analisis tematik Braun dan Clarke. Beberapa mahasiswa S1 berpartisipasi dalam penelitian ini dan berbagi pengalaman mereka saat menggunakan self-regulated learning kosakata bahasa Inggris melalui Instagram. Hasil penelitian ini menunjukkan bahwa terdapat 6 strategi yang digunakan siswa ketika self-regulated learning melalui Instagram. Selain itu, penelitian ini menunjukkan adanya pengalaman positif dan negatif siswa ketika self-regulated learning melalui Instagram. Melalui penelitian ini terungkap bahwa self-regulated learning melalui Instagram sangat penting bagi siswa karena dapat meningkatkan kosa kata siswa.

Kata kunci: Kosakata, Self-regulated learning, Instagram

PREFACE

Praises and gratefulness the author pray to the presence of Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **“Students’ Experiences of Managing Self-Regulated Learning in English Vocabulary Through Instagram”** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the thesis. This thesis study was able to be completed due to a lot of support from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

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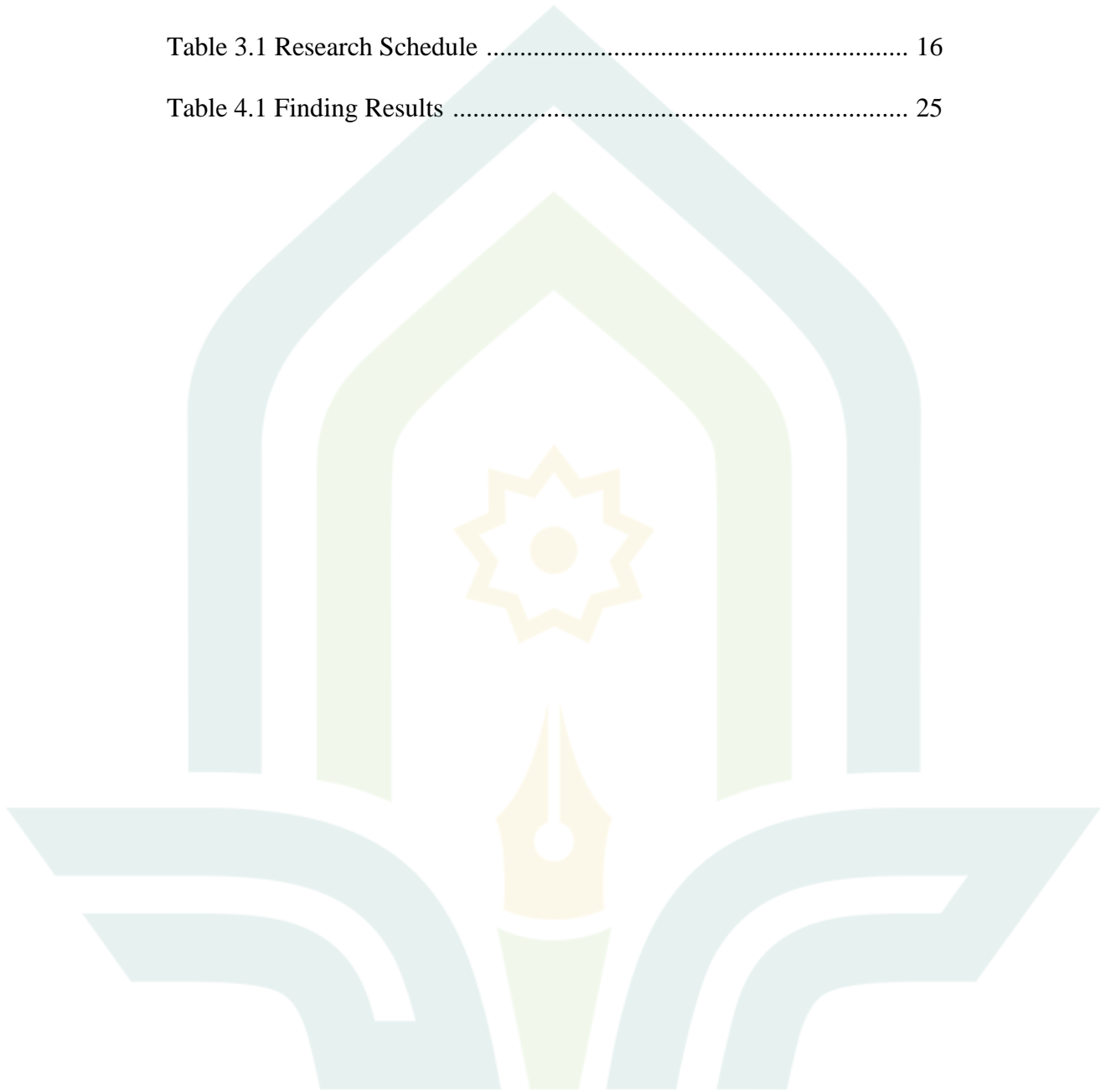
TABLE OF CONTENT

COVER	i
LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xii
LIST OF FIGURE	xiii
TABLE OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Formulation of Problems	2
1.3 Operational Definitions	2
1.4 Aims of the Study	3
1.5 Significances of the Study	3
CHAPTER II THEORETICAL BACKGROUND	4
2.1 Literature Review	4
2.1.1 Self-Regulated Learning in English Vocabulary	4
2.1.2 Steps of Self-Regulated Learning	4
2.1.3 Benefit of Self-Regulated Learning	6
2.1.4 Experience.....	7

2.1.5 Vocabulary	8
2.2 Previous Studies	10
2.3 Conceptual Framework	12
CHAPTER III RESEARCH PROCEDURE	14
3.1 Research Design	14
3.2 Setting and Participants	14
3.3 Data Collection	14
3.4 Data Analysis.....	15
3.5 Research Steps.....	16
3.6 Research Schedule.....	16
CHAPTER IV RESULT AN DISCUSSION	18
4.1 Result.....	18
4.1.1 Student Management in Self-Regulated Learning of English Vocabulary through Instagram	18
4.1.2 Students' Experiences in Self-Regulated Learning through Instagram.....	25
4.2 Discussion.....	30
4.2.1 Student Management in Self-Regulated Learning of English Vocabulary through Instagram	30
4.2.2 Students' Experiences in Self-Regulated Learning through Instagram.....	33
CHAPTER V CONCLUSION	36
5.1 Summary.....	36
5.2 Recommendation.....	37
REFERENCE	

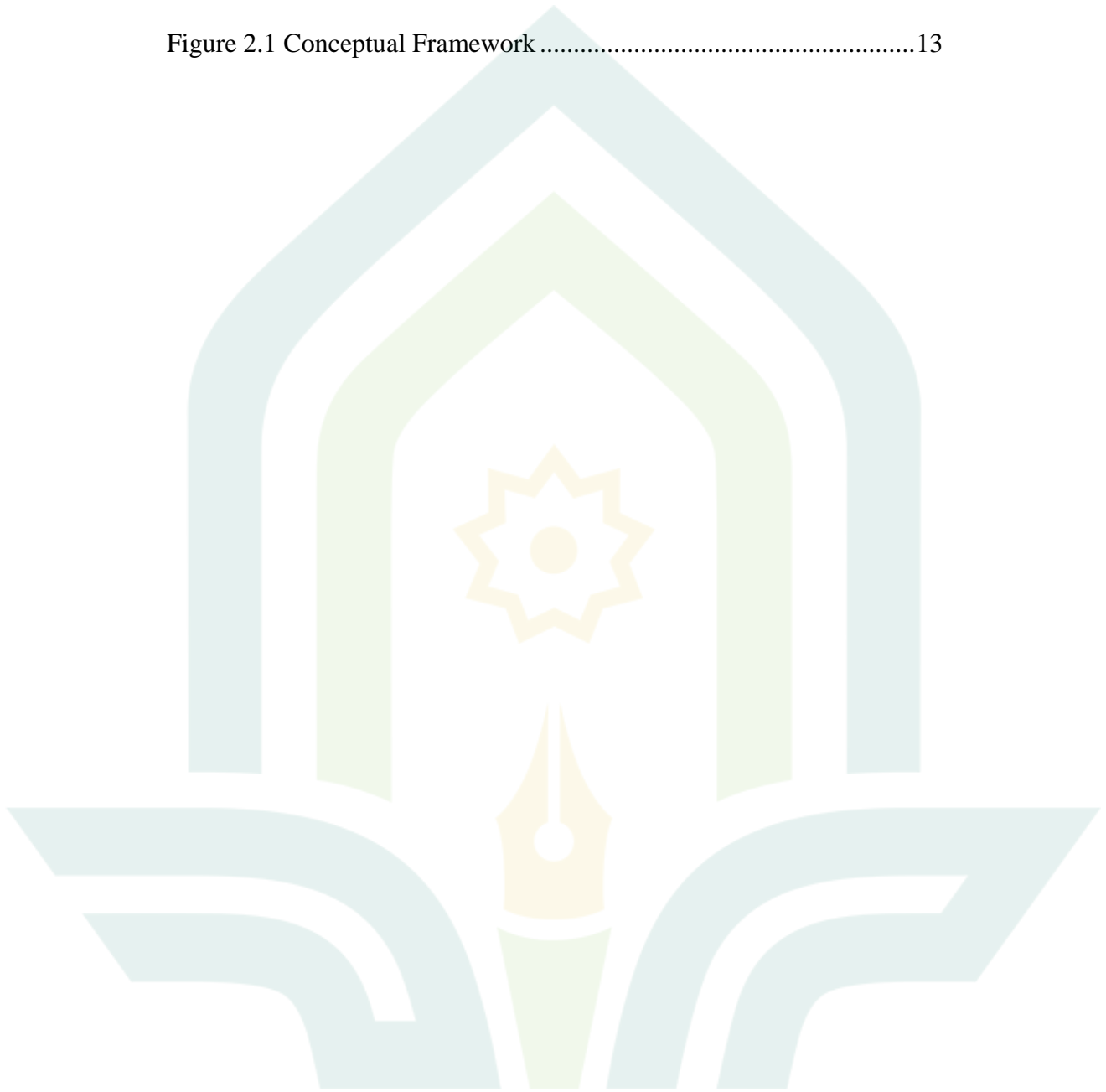
LIST OF TABLES

Table 3.1 Research Schedule	16
Table 4.1 Finding Results	25



LIST OF FIGURE

Figure 2.1 Conceptual Framework.....	13
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LIST OF APPENDICES

Appendix 1 Transcript of interview

Appendix 2 Curriculum vitae



CHAPTER I

INTRODUCTION

1.1 Background of the study

Vocabulary acquisition plays a crucial role in education and is unchangeable in learning a foreign language. According to Hosseinini and Salehi (2016), vocabulary is a crucial component of English language instruction and plays a significant role in nearly all aspects of language learning. However, the majority of students still face difficulty in learning academic vocabulary due to a lack of prior knowledge regarding how to acquire academic vocabulary and a lack of learning strategies to address their difficulty. This situation inevitably forces students to be more responsible for themselves and motivates students to take an effort in learning English.

The phenomenon that has occurred lately is that many students having difficulty in learning English vocabulary choose to learn through one of the most popular applications, namely Instagram. Instagram is one tool that can be utilized to assist students in self-regulating their learning, particularly language learning. Besides that, Instagram is one of the interesting mobile learning media which can help students to improve their vocabulary for the following four topics: simplicity, achievement in student vocabulary mastery, accessibility, and a sense of contentment (Kamal, 2019). Alfath and Sugianto (2018) claim that Instagram was included in the edutainment learning style because students felt more at ease learning English through Instagram. Students can also use a handphone, which is easier on their hands, to learn vocabulary in English instead of books (Aprilianti, 2020). As a result, Instagram makes it simpler for students to learn to improve their vocabulary at any time.

The result of initial observation shows that several students carry out self-regulated learning through applications on Instagram by following several relevant accounts about learning English. They learn the vocabulary through various Instagram accounts that

present English vocabulary material presented both in the form of interesting photos and videos, one of which is the Kampung Inggris Pare Instagram account. Assuming this is the case, new methods that can make learning easier are needed to encourage students to learn vocabulary, one of which is through self-regulated learning with the Instagram application.

From the research above, Instagram can be seen as a good alternative way to English language teaching and learning. However, until right now comprehensive research that accentuates and investigates students' experience during self-regulated learning in vocabulary enhancement as the core element of language which is affected through Instagram is still very limited. They focus on the general teaching and learning aspect only. Whereas, in mastering English skills, students need to take active control, keep track of their behavior towards their target and also self-reflect on their learning processes (Zimmerman, 2002).

As a result, it makes sense to investigate this phenomenon to describe students' experiences in self-regulated learning through the application. By conducting the research, it is aimed to reveal how students experiences while using Instagram as a self-regulated learning in learning English vocabulary.

1.2 Formulation of the Problem

The problems in this study are formulated as follows:

1. How do the students manage self-regulated learning in English vocabulary through Instagram?
2. What are students' experiences of self-regulated learning in English vocabulary through Instagram?

1.3 Operational Definition

It is necessary to define some key terms. The following are the key terms used in this study:

1. Vocabulary : According to Barnhart (2008), vocabulary is a combination of various words used by people contains the operation and be able to communicate.

2. Self-regulated learning : According to Zimmerman (2000), self-regulated learning is a person's capacity to self-generate learning-related goals-oriented thoughts, feelings, and actions.
3. Instagram : Instagram is a mobile application who quickly became a well-known mobile social networking site. Instagram also lets users follow other people, share photos and videos, comment, and like other people's accounts. Instagram can facilitate international and national interaction (Lim & Yazdanifard (2014), p. 5).

1.4 Aims of study

This study aims to:

1. To investigate how students manage self-regulated learning in English vocabulary through Instagram.
2. To find out how students experience of self-regulated learning English vocabulary through Instagram.

1.5 Significances of the study

1. Theoretically, this study will contribute to Zimmerman's supporting theory regarding self-regulated learning and appraisal theory of Martin and White (2005) about students' experience.
2. Empirically, this study will give empirical insights into the experience of students in managing self-regulated learning in English vocabulary through Instagram.

CHAPTER V CONCLUSION

5.1 Summary of the Findings

In conclusion, the researcher found several strategies used by students when self-regulating through Instagram. There are 6 strategies used by participants in learning English vocabulary on Instagram. First, the participants used strategy self-evaluation by reprocessing and looking for some information or learning materials from other sites. Second, the participants used strategy organizing and transforming the material first before starting learning. Third, the participants used strategy goal setting and planning by determining the learning objectives that will be studied first. Fourth, the participants used strategy seeking information by looking for some information related to material regarding grammar, phrases, making correct sentences. Fifth, the participants used strategy keeping records and monitoring by note down some important and unfamiliar English vocabulary in their ears. Last, the participants used strategy rehearsing and memorizing by saving learning material in the save feature on Instagram, then they will study the material at a later date. The implication of using this strategy gave good results for participants in increasing their English vocabulary through self-regulated learning on Instagram. Participants felt their learning became better and more organized when using this strategy.

The use of self-regulated learning also provides positive and negative experiences for participants. The positive experience is that students feel happy because learning on Instagram is more fun and easier to understand. Students also feel confident because they can express their ability to process sentences so that this can add a lot of vocabulary to participants, and participants feel satisfied when self-regulated on Instagram because the learning is flexible can be done anytime and anywhere. Apart from that, Instagram also brings negative experience to the participants where they feel anxious during the learning process on Instagram. It usually happens when they do not have an internet connection, which can

disrupt the learning process. With positive experiences when self-regulated in English vocabulary through Instagram has implications for participants to be more enthusiastic in the learning process, whereas negative experiences can disrupt the student's learning process.

5.2 Recommendations

Based on the research findings, the researcher would like to convey several recommendations for future researchers who may be interested in studying the same aspects of students' experiences in self-regulated learning through Instagram. The researcher suggests to future researchers to analyze more deeply the benefits of learning experiences via Instagram in improving English language skills such as in the listening, reading and writing aspects. Apart from that, it is hoped that future researchers can collect more data regarding the various benefits of using Instagram in improving students' more varied English language skills. From the results of this research, it is hoped that students can obtain valuable information, especially regarding student experiences when using self-regulated learning on Instagram. Through this, in subsequent learning, students are advised to use several self-regulated learning strategies from other sources that are lighter and provide several exercises related to vocabulary so that student learning becomes better.

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Enclosure 4

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