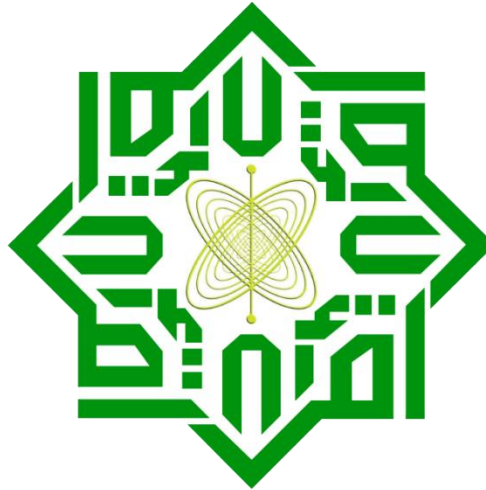


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**THE FEAR OF MISSING OUT BEHAVIOR AMONG STUDENTS OF  
ENGLISH EDUCATION DEPARTMENT IN UIN SUSKA RIAU**



UIN SUSKA RIAU

**BY:**

**KHOFIFAH HARAHAHAP**

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**A Thesis**

Submitted as Partial Fulfillment of the Requirements  
for Getting Undergraduate Degree in English Education  
(S. Pd.)

**DEPARTMENT OF ENGLISH EDUCATION  
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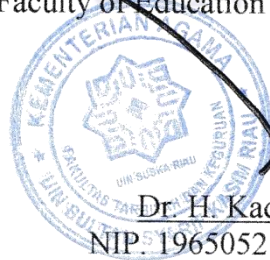
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I hereby certify that this skripsi entitled **“The Fear of Missing Out behavior Among Students of English Education Department in UIN SUSKA Riau”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Other’s opinion finding in this *skripsi* is quoted in accordance with ethical standards.

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Pekanbaru, November<sup>th</sup>, 2022

The Researcher

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## ABSTRACT

### **Khofifah Harahap (2022): The Fear of Missing Out Behaviour among Students of English Education Department in UINSUSKA Riau**

The purpose of this research was to find out the fear of missing out behavior among students of English Education Department. The design of this research was descriptive quantitative research. This research was held on July, 2022 at UINSUSKA RIAU, Pekanbaru. The sample was taken by random sampling technique. The sample obtained 31 students of four semesters. The instrument used in this research was a questionnaire that was adopted by Kurniawan (2022) that is FoMOs (Fear of Missing Out) scale. The students' fear of missing out behavior scale was assessed by using rating scale. Based on the data analysis the fear of missing out behavior scale 45 % of the total participants in average level, 38% are in high level, 3% are in very high level and 13% are in low level. The researcher concluded that the result of the fear of missing out behavior among students was in average level which means that the students are worry enough when they are not able to connect with others through social media or other platform and being afraid to miss any information as the result distract students' focus on learning process.

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## ABSTRAK

### **Khofifah Harahap (2022): Mengetahui Perilaku takut akan ketinggalan moment di kalangan mahasiswa Jurusan Pendidikan Bahasa Inggris di UINSUSKA RIAU**

Tujuan dari penelitian ini adalah untuk mengetahui perilaku takut akan ketinggalan moment di kalangan mahasiswa Jurusan Pendidikan Bahasa Inggris. Desain penelitian dari penelitian ini adalah penelitian deskriptif kuantitatif. Penelitian ini dilaksanakan pada bulan Juli 2022 di UINSUSKA RIAU Pekanbaru. Sampel diambil dengan teknik random sampling. Sampel yang diperoleh adalah 31 mahasiswa semester empat. Instrumen yang digunakan dalam penelitian ini adalah kuesioner yang diadopsi oleh Kurniawan (2022) yaitu skala FoMOs (Fear of Missing Out). Kuesioner skala akan takut kehilangan moment tersebut diukur dengan skala rating. Berdasarkan analisis data skala perilaku takut ketinggalan moment adalah 45% dari total mahasiswa berada di tingkat sedang, 38% berada di tingkat tinggi, 3% berada di tingkat sangat tinggi dan 13% pada tingkat rendah. Peneliti menyimpulkan bahwa perilaku takut ketinggalan informasi di kalangan siswa berada di tingkat sedang yang berarti bahwa mahasiswa cukup khawatir ketika mereka tidak dapat terhubung dengan orang lain melalui social media atau platform lain dan takut akan ketinggalan informasi yang ada yang mengakibatkan terganggunya fokus mahasiswa dalam proses pembelajaran.

## ملخص

خفيفة هارهاب، (٢٠٢٢): معرفة سلوك الخوف من تفويت اللحظة لدى طلاب  
قسم تعليم اللغة الإنجليزية في جامعة السلطان  
الشريف قاسم الإسلامية الحكومية رياو

الغرض من هذا البحث هو معرفة الخوف من تفويت اللحظة لدى طلاب قسم  
تعليم اللغة الإنجليزية. تصميم هذا البحث هو بحث وصفي كمي. تم إجراؤه في يوليو  
٢٠٢٢ في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو بكنبارو. تم أخذ  
العينات بطريقة أخذ العينات العشوائية. وكانت العينة التي تم الحصول عليها ٣١ طالبا  
في الفصل الرابع. الأداة المستخدمة في هذا البحث عبارة عن استبيان اعتمده كورنياوان  
(٢٠٢٢)، وهو مقياس FoMOs (الخوف من الضياع). يقاس هذا الاستبيان بمقياس  
التصنيف. بناء على تحليل بيانات المقياس للخوف من الضياع، فإن ٤٥٪ من إجمالي  
الطلاب في المستوى المتوسط، و ٣٨٪ في المستوى العالي، و ٣٪ في المستوى العالي جداً،  
و ١٣٪ في المستوى المنخفض. واستنتجت الباحثة إلى أن سلوك الخوف من فقدان  
المعلومات بين الطلاب في مستوى متوسط، مما يعني أن الطلاب كانوا قلقين للغاية  
عندما لا يتمكنون من التواصل مع الآخرين من خلال وسائل التواصل الاجتماعي أو  
غيرها من المنصات وكانوا يخشون أن يفوتهم المعلومات الموجودة والتي أدى إلى تعطيل  
تركيز الطلاب في عملية التعلم.

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## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>II</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>ملخص</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER 1. INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem .....	1
B. Problem .....	3
1. Identification of the Problem .....	4
2. Limitation of the Problem .....	5
3. Formulation of the Problem .....	5
C. Objective and Significance .....	5
1. Objective of the Research .....	5
2. Significance of the Research.....	5
D. Definition of Term .....	5
<b>CHAPTER II. LITERATURE REVIEW</b> .....	<b>8</b>
A. Theoretical Framework .....	8
B. Relevant Research .....	21
C. Operational Concept.....	23
<b>CHAPTER III. METHOD OF THE RESEARCH</b> .....	<b>24</b>
A. Research Design.....	24
B. Time and Location .....	25
C. Subject and Object of the Research .....	25
D. Population and Sample of the Research.....	25
1. Population of the Research.....	25



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2. Sample of the Research.....	26
E. Technique of Data Collection .....	27
F. The Technique of Data Analysis.....	28
<b>CHAPTER IV. FINDINGS AND DISCUSSION .....</b>	<b>30</b>
A. Findings .....	30
B. Discussion.....	48
<b>CHAPTER V. CONCLUSION AND SUGGESTIONS.....</b>	<b>50</b>
A. Conclusion.....	50
B. Suggestions.....	50

**REFERENCES**

**APPENDICES**

**CURRICULUM VITAE**



UIN SUSKA RIAU



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**LIST OF TABLES**

<b>Table III.1</b> Population of Research.....	25
<b>Table III.2</b> Sample of the Research .....	26
<b>Table III.3</b> Blue Print of the Studenta’ Fear of Missing out Behavior .....	27
<b>Table III.4</b> the Classification of Questioannire Category .....	28
<b>Table IV.1</b> the Percentage of Students’ Fear of Missing Out .....	30
<b>Table IV.2</b> Item 1. Students are being worry that they can’t access .....	33
<b>Table IV.3</b> Item 2. Students are always thinking of a way to be .....	33
<b>Table IV.4</b> Item 3. Students keep thinking about social media.....	34
<b>Table IV.5</b> Item 4. Students are feeling terrified if they stay .....	35
<b>Table IV.6</b> Item 5. Students feel anxious when there’s no .....	36
<b>Table IV.7</b> Item 6. Students feel distant from people when they.....	36
<b>Table IV.8</b> Item 7. Students feel sad seeing people on social media .....	37
<b>Table IV.9</b> Item 8. Students feel annoyed (disappointed) when .....	38
<b>Table IV.10</b> Item 9. Students feel sad to know from a posting if their.....	39
<b>Table IV.11</b> Item 10. Students feel bad knowing on social media .....	40
<b>Table IV.12</b> Item 11. Students are barely to quit social media.....	41
<b>Table IV.13</b> Item 12. Students’ relative complain that .....	41
<b>Table IV.14</b> Item 13. In classroom, students are paying.....	42
<b>Table IV.15</b> Item 14. Students come to class late .....	42
<b>Table IV.16</b> Item 15. Students think they would forget.....	43
<b>Table IV.17</b> Item 16. Students want to get likes .....	44
<b>Table IV.18</b> Item 17. Students want to get more .....	44
<b>Table IV.19</b> Item 18. Students are going to post.....	45
<b>Table IV.20</b> Item 19. Students get annoyed when their posts.....	46
<b>Table IV.21</b> Item 20. Students are not interest in the reaction.....	46

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## LIST OF APPENDICES

**Appendix 1** Instrument of the Questionnaire

**Appendix 2** Students' Answer of the Questionnaire

**Appendix 3** Recommendation Letters

**Appendix 4** Documentation



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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Smartphone is important for these days due to the connectivity that they provide to let people get connect with others. Through smartphone, people are able to use social media as interactive technologies that facilitate to share any information. Social media allows people to share any content quickly in real-time. For academic setting, social media is considered to be another tool that helps interaction between students with their others, students with their friends also to help interaction between students and teacher. Research has shown that over most of students have accessed to mobile devices recently.

Fear of missing out further called it as FOMO is behavior which someone felt connected to other that is involved in a moment of events, or discussions that are taking place in the social environment and desired to stay along with them (Przybylski et al. 2013). In this case, this behavior refers to anxiety to miss something important related to other's life and associated with the use of technology such as social media, since social media let people to connect with other. It waste time online because social media easy to access in social interaction and social involvement, making them ideal platforms for someone who want to gather information about others.

Nowadays, most of students has a smartphone at least one. No doubt it is easy for students to access their smartphone and open social media anytime





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and anywhere they want. In same line with (Ozer, 2020) stated that students are more prone to becoming addicted to their smartphone since they are able to use smartphone in-outside classroom. There are a lot of positive aspects for students in using the smartphones in classroom since smartphones offer unlimited options for learning setting, provide students any information. Using smartphones properly during classroom can provide students to build good communication and collaboration, support to access any appropriate information to get and discuss. By accessing smartphone is the easy ways to getting knowledge for students emerged using social networks in both formal and informal method. Nowadays the use of social media increasing everyday, people love to share ideas, views, information. In sharing of academic information play an important role through social media.

On the other hand, there are also negative aspects of smartphone use if students do not use it properly and wisely. The effect of this technology may distract increasingly beyond the smartphone user. It can also interface with the learning of students around them, especially if the smartphone rings during class. The addiction of use smartphone build their FoMO to use it. Addiction to smartphone is one of the phenomenon among students in school or even higher education institutions because of these devices' increasing functionality, ease of use and affordable prices. Also using smartphone in classroom becomes familiar among academic settings since it considers as a medium to help teacher and students to find the appropriate materials. With



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the result of the smartphone and social media, which are used as an educational tool, the concepts of FoMO have been formed among students.

Since students are able to access phone rapidly nowadays, it has been sure that students have the fear of missing out behavior as Alt (2015) said that there is scant literature on the relationship perceived between individual difference, FOMO in their academic context. The study showed that undergraduated students are more likely to use social media tools in the classroom and link it to the Fear of Missing out behavior. This study also showed that the relationship between academic motivations and social engagement and the FOMO. In same line with Chiou (2013) stated that people are becoming increasingly dependent reliant on social media to fulfill social media needs, especially, the need to belong. Nowadays, the usage of social media increases, face-to-face interactions are decreasing, which this increases reliance on social media to meet the needs. However, the cost of this need is FoMO on friends' interactions. Someone are feeling anxious when they are unable to connect or interact with such interactions that fulfill their needs.

These research showed that how important students need to be aware of their behavior in classroom since the availability of the smartphone in classroom could be effect their learning time. The use of smartphone in classroom has become the norm for students, as the result it would causes distractions which negactively affects their learning process and could lead to shallow processing. When students use their smartphone in classroom lectures to send messages even to check their timeline, this puts a heavy cognitive



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which in turn results in a decline in learning. This behavior can distract their focus on learning and causing disruption to the teaching and learning process, and it turns meaning that students miss out on important experience.

Besides that, in UINSUSKA Riau Pekanbaru, after doing the preliminary study, the researcher found some problems related to students' availability in access phone in classroom. They tend to use it while lecturing in classroom. Instead of accessing the learning topic, they tend to access social media such as Instagram, YouTube, TikTok etc. They were surfing on their phone while the lecturer was in front of the class. They did not turn off their phone and let it mute, as the result when there is a notification they immediately go through and check it. It is related to the fear of missing out behavior as mentioned before, they tend to spend their time on the other situation, in this case their phone instead of enjoying the present moment.

One of studies related to the fear of missing out among students in college was conducted by Komala et.al (2020). This study investigates the how is the level of fear of missing out in undergraduates students in University of Padjajaran. They found that the fear of missing out among the undergraduates students was in average level which means that the fear of missing out behavior among undergraduate students may affect their learning outcomes and so that education and counseling are needed for students regarding fear of missing out.

In this regard, there is still some research being done related to find out how is the fear of missing out behavior among education students and what





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should be done by lecture to decrease the cause of fear of missing out in learning process and how to educate the students that fear of missing out is really matter among them. There are a lot of studies focus on Fear of Missing Out against Social Media Addiction in Early Teens (Ester, 2021; Vanden, 2016). Took participants from general field (Tandon, 2021; Oberst; 2017). A number of studies above just focus in different field. There has been no study that used education students as participants and how is the fear of missing out among the undergraduate students.

Based on the facts above, the researcher expected to know the fear of missing out among students of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.

## B. Problem of the Research

### 1. Identification of the problems

Based on the background, the researcher identifies the problems as follows:

- a. Why do five to ten of students did not pay attention while teacher explaining in front of the class?
- b. Why some of students tend to open social media instead focus on study?
- c. Why some students did not behave correctly in classroom?





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## 2. Limitation of the Problem

After identifying the problems stated above, thus, the researcher needs to limit and focuses on the fear of missing out behavior among students of English Education Department in UIN SUSKA RIAU?

## 3. Formulation of the Problem

Based on the explanation of background of the study, the problem which can be identified in this field of study is how is the level fear of missing out behavior among students of English Education Department in UIN SUSKA RIAU?

## C. Objective and Significance of the Research

### 1. Objective of the Research

Based on the formulation of the problems above the researcher find the objective of the research: to describe the level of Fear of missing out behavior among students of English Education Department in UIN SUSKA RIAU.

### 2. Significances of the Research

The significances of the research are addressed to give the insight that very meaningful:

- a. Theoretically, the importance of this research is to know the fear of missing out behavior among students and findings are also expected to be positive and beneficial for those who are concerned in the world of teaching and learning English as Foreign and Second Language.



- b. Practically, this research able to contribute the benefit and useful for both English teacher and students of State Islamic University of Sultan Syarif Kasim Riau and becomes a considerations for their future English learning process.

#### **D. Definition of The Term**

##### **1. Fear of Missing Out**

According to Przybylski et al (2013) fear of missing out refers to behavior where someone is very sensitive to other's situation or information and feel anxiety to stay connected due to concerns over being missed out.

##### **2. Behavior**

Behavior is related to occurrence of a person's action or reaction. It is something that someone emits, or performs, at particular moments and place (Lazzeri, 2014). It refers to the way of someone acts in responses to particular situation.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Fear of Missing Out

At first Fear of Missing out conceptualized using self-determination theory (SDT), which was developed by Ryan & Deci (2000) and applied by Przybylski et al (2013) to understanding what drive someone's fear of missing out. Self-determination theory attempts to explain how someone's personality is formed and the psychological needs that drive personality formation. Przybylski et al. applied SDT to FoMO, propose that fear of missing out is behavior state resulting from unmet social relatedness needs.

As Przybylski et al (2013) defined Fear of Missing Out refers to anxiety which social media user felt when they receive what other people are doing, experiencing or processing something rewarding while they are not. In line with Salem (2016) said that Fear of Missing out represent someone behavior which they are being left-behind wherein social media engagement as well as the individual desire to remain informed and connected with other people's experiences.

Fear of Missing Out may occur in most of people who has social media since this behavior addict them to access the platform in constantly. Social media provide people a lot of stuff to access by only click in right on time. It let people to see the wide range of experiences that other people



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enjoy such as WhatsApp, Instagram, Facebook, TikTok, YouTube and many more. Nowadays, online interaction has enhanced social capital for many people. The interruption of the rings and notification that come through the smartphone are known to have adverse effects, it can result in a distracted and less focused daily experience, impairing attention, and interrupting work, school and other daily basis. In same line with (Wolniewicz et al. 2018) said that Fear of Missing out has predicted someone's addiction to a smartphone and there is a relationship with the smartphone use in college students.

#### a. Fear of Missing Out

Scientifically, fear of missing out involved two specific primary components; first *apprehension* that others are having rewarding experiences from which one is absent. This related to someone's cognitive anxiety such as worry, rumination. This is as behavioral strategy aimed at relieving such as anxiety in obsessive compulsive disorder. The FoMO behavior most often involves frequent checking of SNS (Social Network Service) and messaging services to maintain social connections and avoid missing out on rewarding experiences.

Secondly, the *persistent* desire to stay connected with people in one's social network. Someone's desire to stay connect with others tend them to be more reactive (perhaps passive) through many social-related notifications received over the course of the day, which there is





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a compulsion to respond. On one hand, social-related notifications are helpful for someone's life because they satisfy and alleviate FoMO (Przybylski et al. 2013).

According to Alt (2015) fear of missing out refers to someone's addiction to a smartphone which associated with time spent on social media in college students and the rise of social media engagement among them. Fear of missing out or FoMO can be a problem that greatly affects people's daily lives. Cohen (2013) defined FoMO as concerns people to be happier, more interesting and enjoyable life. People can experience this anxiety in all aspects of life while sitting on the bus, at the dinner table or at home. This situation can be particularly affect people's life. Erturk (2012) has stated that FoMO can be a new type of internet addiction. It is associated with the feeling that the development of the virtual world is missing. By sharing all the activities through their phone, stay in control of social media world and what others are doing. It can affect worlds and places and start exhibiting new habitual behaviors. By using the social media platform, people have started to compare their own lives with the others and this has considered being a very important year in terms of FoMO.

People with this high level of anxiety may have the idea that everyone except themselves is very happy and has exciting lives. Comparing our own life with others may be at the focal point of FoMO. As Fuat Tanhan (2022) stated that FoMO as a feeling of

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emotional and mental tension arising from not being able to receive information about situations that are important for one's social life. This often happens through the precious life shared by their friends. This happens through social media and leads to constant desire to be aware of what others are doing (Franchina et. Al. 2018). Besides, Fear of Missing Out can be defined as an emotional reaction which can be happen from the attitude of holding having options open. According to him, there are three factors in form of fear of missing out: 1) consumer awareness that there are many attractive options, 2) the consumer's perceptual ability to use as many options as the consumer desires, 3) the assumed capacity to exhaust the reference group of consumers.

By that, it can be concluded that fear of missing out is behavior when someone did not realize that he or she afraid of being-late to other's situation and make them to stay up-to date. In using the social media someone is able to stay connect with other and cause them to get the addiction in consuming the information.

#### b. Causes of Fear of Missing Out

FoMO is greatly due to the inability of someone to meet their satisfaction needs. In order to satisfy this need, someone are constantly need to connected with others by using the social networks to learn the pages, updates and share of the people they follow to satisfy this curiosity (Przybylski, Murayama, DeHaan, & Gladwell, 2013). Since someone is used to know what other people are doing, the inability to

be part of them is an event that can threaten life and cause stress. Someone who experiences the feeling of being excluded wants to get rid of the stress. Therefore, in order to get rid of stress, individuals make an effort not to miss the developments. Karadag (2019) have found that individuals who have problems or use social media excessively, says people who have experiences FoMO have psychological trauma in the past or control everything constantly and exaggeratedly. This may indicate that these individuals may have obsessive compulsive disorder. This situation can be shown as one of the important reason for FoMO. Another cause of FoMO is the high sense of competition. Individuals with high FoMO levels may seek for additional flashy and fascinating qualities in addition to the options that meet their wants whereas buy a new item. This situation can cause people to push their power more and spend more income. It can be said that individuals with high FoMO level try to catch the most effective selection they make regardless of however ostentatious a person is, owning one things does not bring happiness.

According to Gottberg (2017), one of the biggest causes of FoMO is anxiety or fear of missing out on the important, interesting and exciting other's live. Individuals experiences this fear or anxiety many times during the day. The person experiences this state of anxiety even when asking questions such as "Is my choice correct or

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Why is nothing going well?”. This situation tend to force someone to follow others update in the virtual environment.

It can be conclude that the causes of FoMO is the change of communication culture and its elimination though social media. Someone who want to experience like what others experience, cause them to stay connect through social media and even they forget to enjoy the present moment. FoMO caused someone to have many choices in participating in one event, they risk experiencing regret that they miss another activity or event.

#### c. Aspect of Fear of Missing Out

Based on Przybylski et al (2013) there are four aspects indicates students' fear of missing out behavior, they are:

##### 1) Social Media Engagement

Social media engagement provides insights into how well students used social media in daily life. It indicates how often, when they use, and what social media that they use. It encapsulates a variety of actions such as share on facebook or a like on instagram which means any interaction that happen in social media.

##### 2) Psychological need satisfaction.

It is related to any need that is essential to mental health or that is otherwise not a biological necessity. It generated entirely internally, as in the need for pleasure, or generated by interactions





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between the individual and the environment, as in the need for social approval, justice or self-satisfaction. This indicated how satisfaction student to use social media in order to get understand on their fear of missing out.

#### 3) Overall life satisfaction

Life satisfaction considers as bit more complex. It shows the evaluation of someone's life as a whole. It is an overall assessment of feeling and attitudes about students' life in a particular point in time from negative to positive. It indicates how well they use social media as a tool to get the satisfaction and present their fear of missing out.

#### 4) General mood

A mood represents a general atmosphere or emotional complexion of someone. Any words that can generalized internal state feeling of students' emotion and represent mood such as cheerful, depressed, frustrated and e.tc. These moods are associated with how students' fear of missing out is.

On the other hand, according to Kurniawan et al (2022) the fear of missing out consists of anxiety, need to belong, addiction and need for popularity. These behavior affect the students' FoMO tending to be more worse when an individual logs on in to social media websites. Irritability start when someone feel fearful, apprehensive, and uneasy upon checking social media.



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First, anxiety refers to the emotional problems faced in situations where access to online social media is blocked or impossible. Anxiety is most relevant to FOMO as it most likely affected someone's fear viewing social media and to stay connected with others and why someone temporarily becomes anxious when unable to do so. In access social media, someone's anxiety increasingly high since they need to keep up to date with the activities in their social circles.

Second, need to belong refers a need to being a part of group. It is occur on a continuum from inadequacy through insecurity to complete incomplete. It shows that when someone hears or reads about an event they were not invited to, or se someone in a group of people they wish they in, it is plausible that they would start to feel need to belong. Need to belong drives social media user because social media provides a convenient means for social interaction as individuals attempt to fulfill their need to belong.

Then, addiction refers to online social media use at a level that prevents individuals from engaging in daily activities e.g., education and in learning process. Individuals experience FoMO while constantly following others online by use social media and do not allow themselves to be without their smartphones. The desire to always connect with social media continuously is due to the fear of losing the most important moment.

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Last, need for popularity refers to seeking approval from others and having high self-esteem. This may drive them to be more active on social media in order to experiencing or see what others doing on social media that might be the fear of missing the ability to defend their popularity or fear of missing the ability to be interesting. By that, these factors affect someone's behavior in Fear of Missing and tent them being constantly connected to social media and always being able to view the things they are missing out.

## 2. Classifications of fear of missing out

### a. FOMO when others do not interact as expected

The higher interactions in social media may increase the level of FOMO and lead to spending amounts of time by checking and expecting a lot of interactions with others in social media. Nowadays, people are seeking the popularity in social media such as by taking part in the groups frequently or immediate responses. People are motivated in sharing their daily lives with others and getting feedback in terms of Likes or comments.

### b. FOMO when unable to interact or connect as wished

Interacting with others through social media require people to see amounts of information and interactions on social media, for some people it is going to be frustrated if they are not able to respond or interact immediately. This can be occur when individuals desire to see



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particular posts but do not find it easy to do since there is no connections such as wi-fi signal. By that, some people may worry about how they can reach necessary or useful information and thus fear missing it.

Besides that, fear of missing timely interactions, interactions that individuals need to take action without delay. In this case, for those who get the messages that need to be replied to without delay such as confirming a social invitation. Moreover, individuals may attribute fear of missing timely interaction to not give negative impressions to others are accustomed to immediate responses from them.

c. FOMO when unwilling to engage in social interaction

This type of FOMO occurs when an individual experience to preoccupy the need to respond immediately and they are unwilling to open the messages but still fear of missing something potentially important. Furthermore, for individuals may be preoccupied with missing the social relationship and reputation with peers when they do not frequently engage with them on social media.

d. FOMO when having to or feeling a need to engage in continuous and untimed interaction

Since the online interaction is not bound by time, people tend to stay online in order not to miss the opportunity to know what others' impression. By that, people are willing to maintain their image and social stand amongst others such as friends or colleagues. This





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becomes a pressure on them when they want to leave the untimed conversations. In this classification, individuals feel a need to engage in continuous untimed interactions.

- e. FOMO when an online social gathering is expected

Nowadays, online interactions become part of people' live. Everything is done by clicking through their smartphone. Social gatherings occur among diversity of individuals of all abilities in small or large for social community purposes. Individuals participate in the online group in order to satisfy their need to belong. Nowadays, people feel happy and satisfied while share information to their friends or even audience in social media and get new information. However, when individuals cannot interact as they expected they may experience this kind of fear of missing out since.

### 3. Fear of Missing Out in College

Nowadays, the generations of students colleges are known as the 'Millenials'. Characteristics typical of millennial students are highly motivated with information technology thinking developed multitasking skills. Millennials focus on social interaction and bonding with friends, family and colleagues via SMS, mobile phone and chat rooms while playing computer games, listening to music and watch television (McMahon & Pospisil, 2005). By the fact, these technologies might play an important role in keeping college students connected to family and friends to obtain social support, as a buffer to "excessive" levels of stress



they experience as they grapple with a host of academic, personal and social pressure. On the other hand, according to college student survey, technology may also disturb and occupy college students' time, increases perceived stress at higher levels (Folaranmi, 2013).

Besides, students' engagement in classroom is one of the important indicators in create active learning. The traditional method in lecturing may also affect students' motivation to be more involved in learning activity. The traditional method may lead students to feel bored and therefore they use smartphone as the way out. They would rather use their phone while lecturing; access any social media to entertain them so it would affect the students' engagement. Furthermore, Alt (2015) assess FoMO in relation to correlations between classroom social media use and learning motivation. She hypothesized that college students with extrinsic or no motivation to study were more likely to use social media in the classroom, but in reality, regardless of the type of motivation, FoMO was found to be more directly associated with social media use in the classroom.

Ko et.al. (2008) reported on the issue of risky behavior in a study of Chinese university students. There they tested the decision-making characteristics of an internet-addicted college student observed in individuals with high levels of FoMO. The study found that extreme internet use changes the structure of the brain and damages the amygdala. This has influenced student decision-making, novelty-seeking, and risk-

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taking behavior (Ko et al., 2008). FoMO is a reality that is increasingly occurs in college students. This phenomenon trying to fit students in and managing relationships with new individual, friends that might affects the students' daily decision making in terms of choosing between academic and social responsibilities (Ana, 2021). Students high in FoMO are likely to engage in social media use to find out what their friends are doing, need satisfying to engage with others, while realizing just how many experiences they are not participating in while they are watching through a screen. This distraction can occur if students cannot focus their attention on the materials being presented by the lecturer. As the result students become more adept at personal technology use, the potential for a reduced attention has increased. It can be seen that social media inherently forces students to choose which experiences to engage in and which ones to leave behind. As Tindel & Bohlander (2012) have found that 90% of university students reported text messaging during classroom presentations.

Based on the explanation above, the researcher concluded that FoMO behavior is crucial among students since this behavior might affect students' focus as college students. FoMO makes school and learning process more difficult, as it involves checking social media in multiple times, commenting on posts or even replying to messages. The desire to keep up to date along forced students and may also contribute to procrastination, i.e., the postponement of important educational and

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academic tasks. This high FoMO is more likely to engage in social media during risky times, such as during lecture.

## B. Relevant Research

The first relevant study was conducted by Ester Ana entitled “The Influence Fear of Missing Out against Social Media Addiction in Early Teens” (2021). She studied to find the influence between fear of missing out (FoMO) and addiction to social media in early teens of adolescents aged 12-15 years who have social media such as Instagram, Facebook, and Twitter. They are students in one of the schools in Yogyakarta in 2021. The result of this study is the higher the fear of missing out, the higher the addiction to social media and vice versa.

The second study is conducted by Omer Ozer entitled “Smartphone Addiction and Fear of Missing Out: Does Smartphone Use Matter for Students’ Academic Performance?” (2020). This research was to determine the associations between problematic mobile phone use, fear of missing out and academic performance amongst PYP (Preparatory Year Programme) students in 2020. The result of this study showed that there is significant difference, with constatntly higher means in the female group, between the groups’ levels of smartphone addiction. The finding also indicates a negative relationship between students’ academic performance and their levels of smartphone addiction. The SAS-SV (Smartphone Addiction Scale – Short Version) was found to be a significant predictor of academic performance.

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The classroom implications of these data in terms of teaching and learning process are discussed.

The third study is conducted by Kintan Komala, Imas Rafiyah and Witdiawati “Description Fear of Missing Out (FoMO) in Undergraduate Students” (2020). This main purpose of this research is to determine the description of fear of Missing Out (FoMO) in undergraduate students, Padjajaran University. It was found that most of the respondents experienced average level, and then a small proportion was at low level and high level of FoMO. The sample was 242 students were obtained.

The last relevant research is a research conducted by Ahmet Centinkaya entitled “Fear of Missing Out and Problematic Social Media Use: A Research among University Students in Turkey” (2021). This study examines the relationship of fear of missing out (FOMO) with heavy social networking among Turkish university students (aged 17 - 55). Factor analysis of FOMO scale led us to evaluate the construct under two dimensions as (1) fear of missing experience and (2) fear of missing activity. The results revealed that fear of missing activity increases social media intrusion while fear of missing experience is found to have no significant effect. The reverse relationship is also valid: an urge to use social media predicts fear of missing out (activity and experience). Fear of missing experience is associated with problematic social media use (PSMU) and a high desire to use social media.

The relevant researchers above have similarities and differences with the researcher’s research. One of them, study on students fear of missing out

among students' college but have difference focus. They also have different design, respondent time and location of the research. In this research, researcher investigated the level of fear of missing out behavior level among students of English Education Department in UINSUSKA Riau.

### C. Operational Concept

As guidance that is used to avoid misunderstanding and misinterpreting the research study. This research uses the quantitative approach.

The researcher used the fear of missing out indicators adopted from Kurniawan et al. (2022) as follows;

1. Students' anxiety
2. Students' need for belonging
3. Students' addiction in social media
4. Students' need for popularity

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research was quantitative research and used descriptive quantitative. Quantitative methods involve the processes of collecting, analyzing, interpreting and writing the result of the study. Then Creswell (2012) quantitative research is involved research identifies research problem based on trends in field or on the need explain why something happen in the field. Further, Creswell (2012) stated that descriptive quantitative designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Also, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

Brumfit and Mitchell (1995) stated descriptive research aimed at providing as accurate an account as possible of what current practice is, how learners learn, at a particular moment in a particular place. In this research, there is one variable. This research described the level of fear of missing out among behavior students in State Islamic University of Sultan Syarif Kasim Riau.



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## B. Time and Location of The Research

This research was conducted on May until July 2022 at UINSUSKA Riau, Pekanbaru. It is located at HR. Soebrantas street No. 44, Simpang Baru, Panam, Pekanbaru.

## C. Subject and Object of The Research

### 1. The Subject of The Research

The subjects of this research were the students of English Education Department of UIN SUSKA RIAU.

### 2. The Object of The Research

The object of this research was the fear of missing out behavior among students.

## D. Population and Sample of The Research

### 1. Population of the Research

The population of this research was the whole students at the fourth semester of State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru. According to Creswell (2012) stated that population is a group of individuals who have the same characteristics. The total of the population consisted of 124 students with 5 classes. They were: 5A; 24 students, 5B; 26 students, 5C; 24 students, 5D; 23 students; and 5E; 27 students. The total number of the students as follows:

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**Table III.1**  
**The Population of fourth Grade UIN SUSKA RIAU Pekanbaru**

No	Class	Population
1	5A	24
2	5B	26
3	5C	24
4	5D	23
5	5E	27
<b>Total</b>		<b>124</b>

## 2. Sample of the Research

According to Creswell (2012) a subgroup of population is that researcher plans to study for generalizing the target population. In this case the sample has to representative the entire population. There some technique to take the sample. Representative sample is important since it would affect the purpose of the research.

In this research, the researcher used simple random sampling to choose the sample of population. According to Ary et. al (2006) simple random sampling is all members of the population have an equal and independent chance of being included. Since, Arikunto (2010) stated that if the population less than 100 participants, thus all the population became the sample. Unlike the population more than 100 participants, it is better to take 10-15% or 20-25% from the population. To get the sample of the population, a representative sample is very important to reach the purpose of the research. Since the total population more than 100 participants, therefore, the researcher took 25% of each class and as the result the total sample was 31 students. The sample can be seen in the table below:



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**Table III.2**  
**Sample of the Research**

No	Class	Population	Sample
1	5A	24 X 25%	6
2	5B	26 X 25%	6
3	5C	24 X 25%	6
4	5D	23 X 25%	6
5	5E	27 X 25%	7
<b>Total</b>			<b>31</b>

### E. Technique of Data Collection

In order to get the data for this research, the researcher used the questionnaire to gather the data from the respondent. According to Arikunto (2010), questionnaire is a group of written questions that used to get information from the respondents about their personality or something they had known. Questionnaire has been useful for collecting survey information, providing structured, even often numerical data. Questionnaire is a widely used and useful instrument for collecting survey information, providing structured, numerical data, being able to be administered without the presence of the researcher and often being comparatively straight forward to analyze (Cohen et al., 2000).

In this research, the questionnaire consisted of statements for the respondents dealing with their fear of missing out behavior based on the four indicators. The questionnaire was sent online. Considering the current situation, this research used Google Forms as communication method. The researcher has distributed the questionnaire link via WhatsApp. The questionnaire adopted by FoMO scale in Indonesia by Kurniawan et.al (2022) rating scale is used to determine frequencies, correlations and other forms of

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Fear of Missing Out behavior. Item number for the questionnaire can be seen in the blue print below:

**Table III.3**  
**Blue print of Students' Fear of Missing out Behavior**

No	Fear of Missing Out (X) Indicators	Item Number
1	Students' anxiety	1, 2, 3, 4, 5
2	Students' need to belong	6, 7, 8, 9, 10
3	Students' addiction	11, 12, 13, 14, 15
4	Students' need for popularity	16, 17, 18, 19, 20
<b>Total</b>		<b>10</b>

*Source: Kurniawan et.al (2022)*

The five alternative answers and scores of FoMO Scale for the questionnaire is explain as follow:

- a. Score 5, for item strongly agree
- b. Score 4, for item agree
- c. Score 3, for item neutral
- d. Score 2, for item disagree
- e. Score 1, for item strongly disagree

Students have to choose one answer that suitable to them.

#### F. Technique of Data Analysis

The researcher analyzed the data by using percentage. According to Arikunto (2016), quantitative data in the form of numbers calculated or measured are processed by adding up in the hope of obtaining a percentage.

To calculate the percentage per indicator, the researcher used the technique of calculating percentage analysis. The formula for the percentage analyzed by using the following formula (Sudijono, 2004):

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$$P = \frac{F}{N} \times 100\%$$

The description of the formula above is explained as follows:

- $P$  = Number of percentage  
 $F$  = Frequency  
 $N$  = Total Respondents

Riduwan (2014) indicated the scale for classifying the gained percentage questionnaire as follows:

**Table III.4**  
**The Classification of Questionnaire Category**

No	Score	Category
1	81-100%	Very high level
2	61-80%	High level
3	41-60%	Average level
4	21-40%	Low level
5	0-20%	Very low level

Source: Riduwan ( 2014)



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## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The researcher was conducted to find out how was fear of missing out level among students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau. Based on the findings and the discussions in the previous chapter, the researcher concluded that the fear of missing out among students is in “Average” level. By that, students are showing fear enough to miss any moment in social media instead of enjoying and represent the present moment and it could have negative impacts such as increase the duration of using smartphone while lecturing which can interfere with learning concentration and decrease students’ academic achievement.

#### B. Suggestion

Based on the conclusion above, here are some suggestions to the lecturers, students and researcher in order to gain effective classroom learning process.

1. For the lecturers

The lecturers can be more creative in utilize the media such as smartphone and laptop so that the students are not able to access anything that does not related to the learning process. Since, the use of media in classroom can be distract students attention and bring out the fear of missing out among students.



2. For the students

Researcher suggested that students should be aware of their learning classroom environment instead of being worry of missing any moment by checking their smartphone anytime there is notification. For example, while learning process, students need to be focus and pay more attention to the lectures and turn off any device that might distract them. If not, this small action might be produce inappropriate behavior that is fear of missing out.

3. For the Future Researchers

The researcher realized that the results are far from being perfect. Therefore, theoretically, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study maybe with different topics. Also, this research can be used as a comparison with other studies in educational research.

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# Appendix 1

Instrument of the Research

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**The Fear of Missing Out among Students of English Education Department  
in State Islamic University of Sultan Syarif Kasim Riau”**

<b>Personal Information</b>
Name :
Class :
Email :

***Instruction:** Below is a collection of statements about your everyday experiences. Using the scale provided, please indicate how true each statement is of your general experiences. Please indicate answer according to what really reflects your experiences, by placing a check, rather than what you think your experiences should be. Please treat each item separately from every other item.*

- Note:*
- SD : Strongly Disagree
  - D : Disagree
  - N : Neutral
  - A : Agree
  - SA : Strongly Agree

	Questionnaire Items	Category				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
1.	I feel worry when I can't access social media					
2.	If I don't have access to social media, I will think of a way to be connected					

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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3.	I keep thinking about social media when I can't access them					
4.	I feel terrified if I stay disconnected from social media for too long					
5.	I feel anxious when my phone has no signal					
6.	I feel distant from people when I see them happy in their posting					
7.	Somehow I feel sad seeing people on social media look happier than my self					
8.	I feel annoyed (dissappointed) when my friends didn't tag me in their posting					
9.	I feel sad to know from my friend's posting if they are attending an activity without inviting me					
10.	I feel bad knowing on social media my friends are somewhere that I want to visit					
11.	When I open social media, it is hard for me to stop access it					
12.	My family and friends complain that I spend a lot of time at social media					
13.	In classroom, I pay more attention to my cell phone than my friends					
14.	I come to college late because I was too busy by using social media					
15.	When I'm using the social media, I forget all of my problems					
16.	I want people to like and comment on my posts					
17.	I want to get more "likes" and comments on my posts					
18.	I am going to post photos and videos that I think my friends would like					





19	I get annoyed when my posts don't get as much as likes and comments that I want					
20	I am not interested in the reactions that my friends are give to my posts					

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# Appendix 2

Students' Responds Toward Questionnaire

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bertanya jawab  seteian

## The Fear of Missing Out Behavior among Students of English Education Department in Uin Suska Riau

Below is a collection of statements about your everyday experiences. Using the scale provided, please indicate how true each statement is of your general experiences. Please indicate answer according to what really reflects your experiences, by placing a check, rather than what you think your experiences should be. Please treat each item separately from every other item.

**Wajib**

**Email \***

candramulia0511@gmail.com

**Name \***

Candra Mulia

**Class \***

5A

feel worry when I can't access social media \*

1 2 3 4 5

Strongly Disagree

Strongly Agree

If I don't have access to social media, I will think of a way to be connected \*

1 2 3 4 5

Strongly Disagree

Strongly Agree



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I keep thinking about social media when I can't access them \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I feel terrified if I stay disconnected from social media for too long \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

I feel anxious when my phone has no signal \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

I feel distant from people when I see them happy in their posting \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Sometimes I feel sad seeing people on social media look happier than my self \*

	1	2	3	4	5	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I feel annoyed (dissappointed) when my friends didn't tag me in their posting \*

	1	2	3	4	5	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree





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I feel sad to know from my friends' posting if they are attending an activity without inviting me \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I feel bad knowing on social media my friends are somewhere that I want to visit \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

When I open social media, it is hard for me to stop access it \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

My family and friends complain that I spend a lot of time at social media \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Sometimes in classroom, I pay more attention to my cell phone than anything \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I come to college late because I was too busy by using social media \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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When I'm using the social media, I forget all of my problems \*

1      2      3      4      5

Strongly Disagree                                    Strongly Agree

---

I want people to like and comment on my posts \*

1      2      3      4      5

Strongly Disagree                                    Strongly Agree

---

I want to get more "likes" and comments on my posts \*

1      2      3      4      5

Strongly Disagree                                    Strongly Agree

---

I am going to post photos and videos that I think my friends would like \*

1      2      3      4      5

Strongly Disagree                                    Strongly Agree

---

I get annoyed when my posts don't get as much as likes and comments that I want \*

1      2      3      4      5

Strongly Disagree                                    Strongly Agree

---

I am not interested in the reactions that my friends are give to my posts \*

1      2      3      4      5

Strongly Disagree                                    Strongly Agree



# Appendix 3

Recommendation Letters

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FACULTY OF EDUCATION AND TEACHER TRAINING

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Pekanbaru, 03 Desember 2021

Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi*

Kepada  
Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Khofifah Harahap  
NIM : 11810420906  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The Correlation between Students' Binge-Watching Behavior in English Movies and Their Listening Skill in Description Text at SMA PGRI Pekanbaru  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
an. Dekan  
Wakil Dekan I



Dr. Zarkasih, M.Ag.  
NIP. 197210171997031004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Nomor : Un.04/F.II.4/PP.00.9/9666/2022 Pekanbaru, 27 Juli 2022  
 Sifat : Biasa  
 Lamp. : -  
 Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada  
 Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Khofifah Harahap  
 NIM : 11810420906  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : The Fear of Missing out among Students of English Education Department in UINSUSKA Riau  
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
 an, Dekan  
 Wakil Dekan I



Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

Nama Mahasiswa : Khofifah Harahap  
 Nomor Induk Mahasiswa : 11810420906  
 Hari/Tanggal Ujian : Senin, 20 Juni 2022  
 Judul Proposal Ujian : The Fear of Missing Out Behavior among Students  
 Departement of English Education of UIN SUSKA RIAU  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Dr. Bukhori, M.Pd	PENGUJI I		
Zelly Putriani, M.Pd	PENGUJI II		

Mengetahui  
 a.n. Dekan  
 Wakil Dekan I



Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru,  
 Peserta Ujian Proposal



Khofifah Harahap  
 NIM. 11810420906

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LAMPIRAN BERITA ACARA  
 UJIAN PROPOSAL

Nama: Khoifih Harahap  
 Nomor Induk Mahasiswa: 11810420906  
 Hari/Tanggal: Senin / 20 Maret 2022  
 Judul Proposal Penelitian: The Correlation between Students' fear of missing out behavior and their Academic performance in English subject at SMA PGRI Pekanbaru.

URAIAN PERBAIKAN

Improve your background  
 Revise Operational Concept.  
 Add some theories about variables correlations.  
 Rewrite indicators with operational verbs and do it in phrases or sentence.  
 Improve writing technique.  
 Specify the type of correlational design.  
 Rewrite time and location of the research.  
 Documentation for collecting data, explain why!  
 Revise the data analysis

Pekanbaru, .....  
 Penguji II

Zelly Putriani, M.Pd.

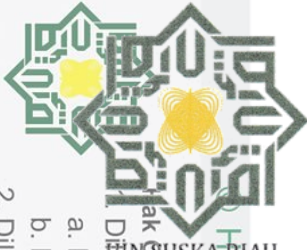
Penguji I

Dr. Bukhori, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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Un.04/F.II.4/PP.00.9/7535/2022

Pekanbaru, 21 Juni 2022

Brasa

**Mohon Izin Melakukan PraRiset**

Kepada

Yth. Ketua Jurusan  
Pendidikan Bahasa Inggris  
UIN Suska Riau

Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: KHOFIFAH HARAHAHAP
NIM	: 11810420906
Semester/Tahun	: VIII (Delapan)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001

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Diingat, Diindungi Undang-Undang

a. Pengetahuan Hal

b. Pengetahuan Hal





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 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Pekanbaru, 24 Juni 2022 M

Diilindungi Undang-Undang  
 Nomor : Un.04/F.II/PP.00.9/7730/2022  
 Sifat : Biasa  
 Lama : 1 (Satu) Proposal  
 Hal yang diteliti : **Mohon Izin Melakukan Riset**

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Pekanbaru

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Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: KHOFIFAH HARAHAP
NIM	: 11810420906
Semester/Tahun	: VIII (Delapan)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Fear Of Missing Out Behavior Among Students Department Of English Education Of Uin Suska Riau

Lokasi Penelitian : UIN SUSKA Riau, Pekanbaru

Waktu Penelitian : 3 Bulan (24 Juni 2022 s.d 24 September 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.  
 NIP.19650521 199402 1 001

Tembusan :  
 Rektor UIN Suska Riau

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State Islamic University of Sultan Syarif Kasim Riau



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/48818  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.H/PP.00.9/7730/2022 Tanggal 24 Juni 2022**, dengan ini memberikan rekomendasi kepada:

1. Nama : **KHOFIFAH HARAHAP**
2. NIM / KTP : **118104209060**
3. Program Studi : **PENDIDIKAN BASHA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **TJE GEAR OF MISISING OUT BEHAVIOR AMONG STUDENTS DEPATEMEN OF ENGLISH EDUCATION OF UIN SUSKA RIAU**
7. Lokasi Penelitian : **UIN SUSKA RIAU PEKANBARU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 28 Juni 2022



Ditandatangani Secara Elektronik Melalui :  
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU  
 PROVINSI RIAU**

**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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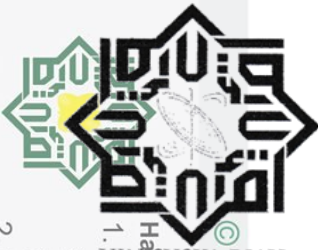
UIN SUSKA RIAU











**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : .....
2. Nama Pembimbing : Rizki Amelia M.pd
3. Nama Mahasiswa : Khotifah Harahap
4. Nomor Induk Pegawai (NIP) : 13117073
5. Nomor Induk Mahasiswa : 11810120906
6. Kegiatan : .....

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	Senin 26 Januari 2022	Problem		
2	Jumat 28 Januari 2022	Chapter 1		
3	Rabu 09 Februari 2022	Chapter 2		
4	Jumat 11 Februari 2022	Chapter 3		
5	Selasa 08 Februari 2022	References & blue print		
6	Jumat 11 Maret 2022	Revision all chapters		
7	16 Maret 2022	Acc to join Proposal Examination		

Pekanbaru, 16 Maret 2022  
 Pembimbing,

Rizki Amelia M.pd  
 NIP. 13117073

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# Appendix 4

Documentations

UIN SUSKA RIAU

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 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing :
  - a. Seminar-usul Penelitian :
  - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Rizki Amelia, m.pd
- 3. a. Nomor Induk Pegawai (NIP) : 130117073
- 4. Nama Mahasiswa : Khafifah Harahap
- 5. Nomor Induk Mahasiswa : 11810420906
- 6. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	6 Juli 2022	Instrument based on indicators		
2	22 Juli 2022	Instrument revision		
3	1 Agustus 2022	Chapter 4 & 5		
4	4 Agustus 2022	Acknowledgment, abstract, appendices		
5	31 Agustus 2022	Chapter 1 - 3		
6	7 September 2022	Review all chapters		
7	21-09-2022	Acc to join final Examination		

Pekanbaru, 21-09-2022

Pembimbing,

Rizki Amelia, M. Pd

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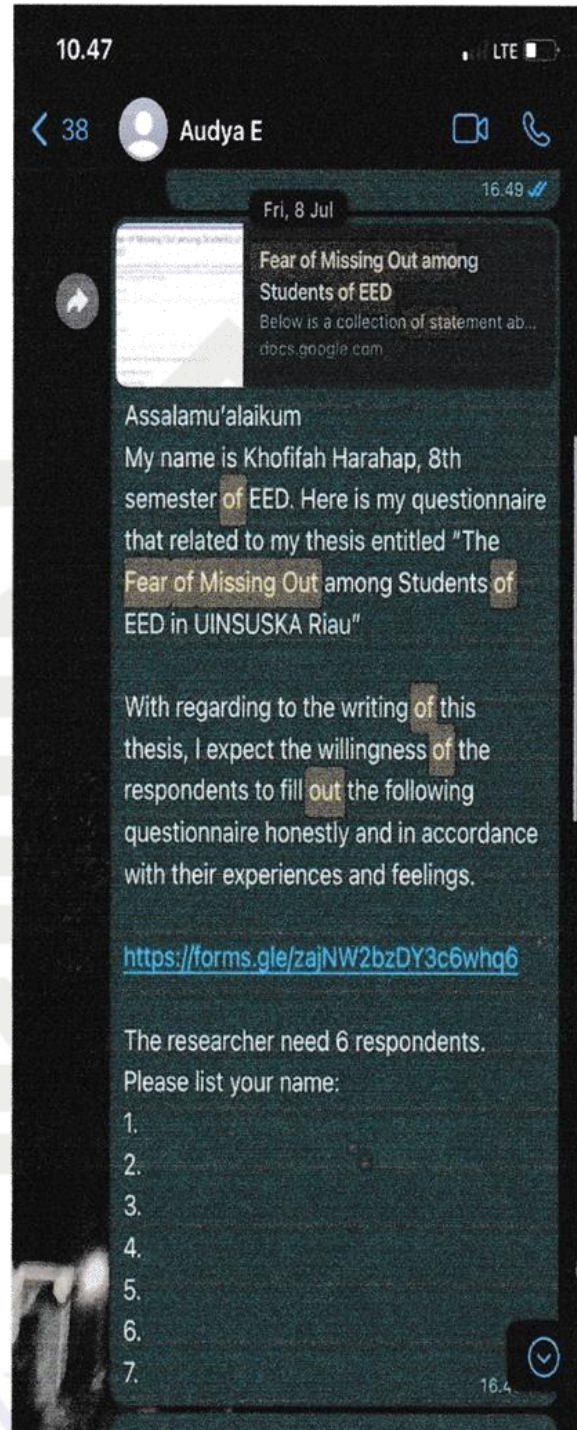
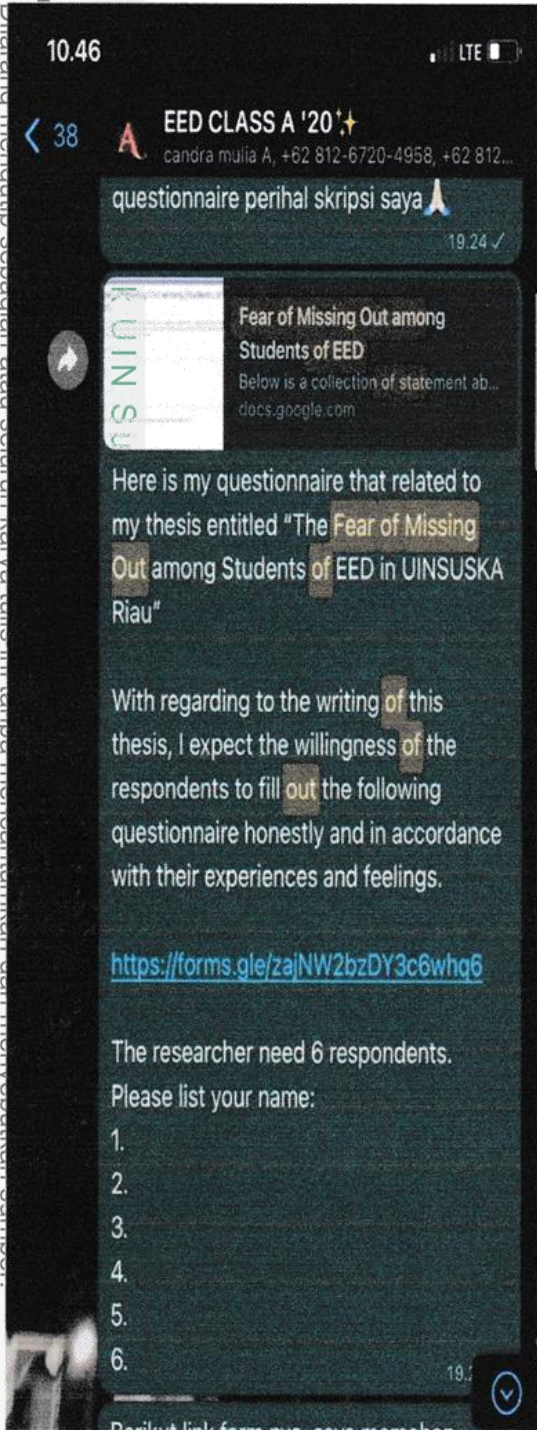
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UIN SUSKA RIAU





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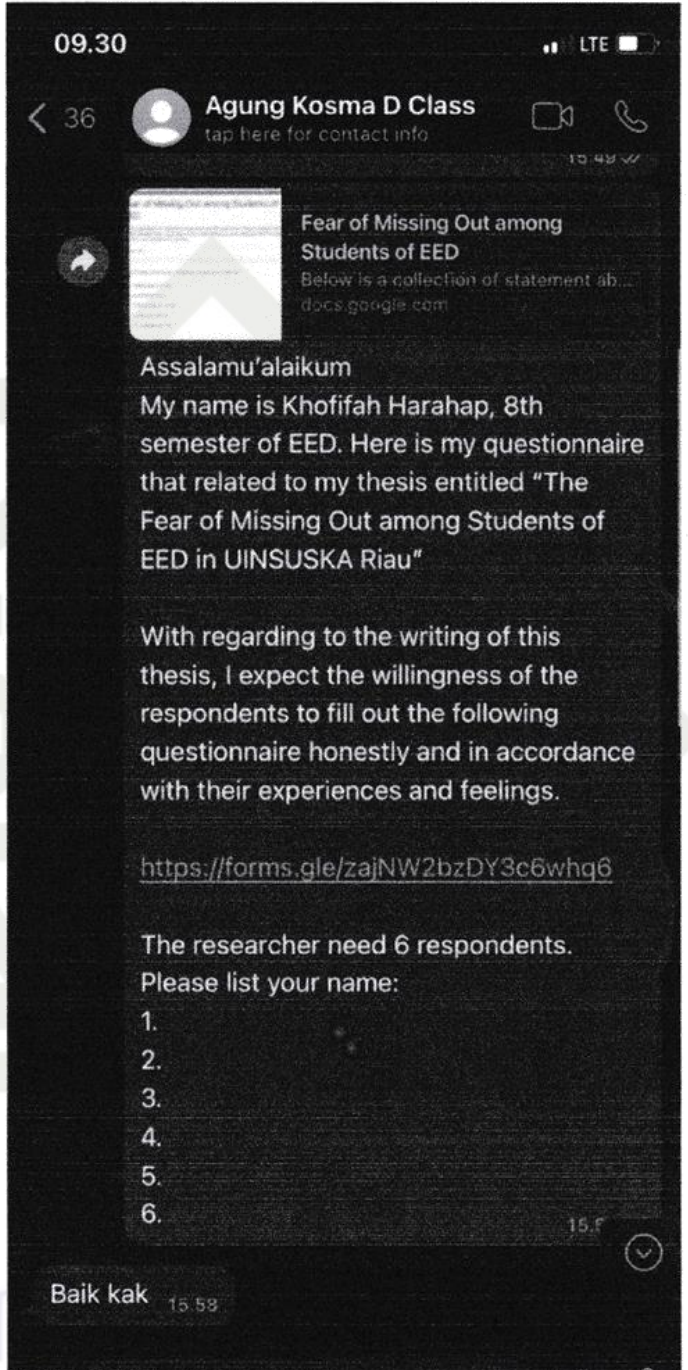
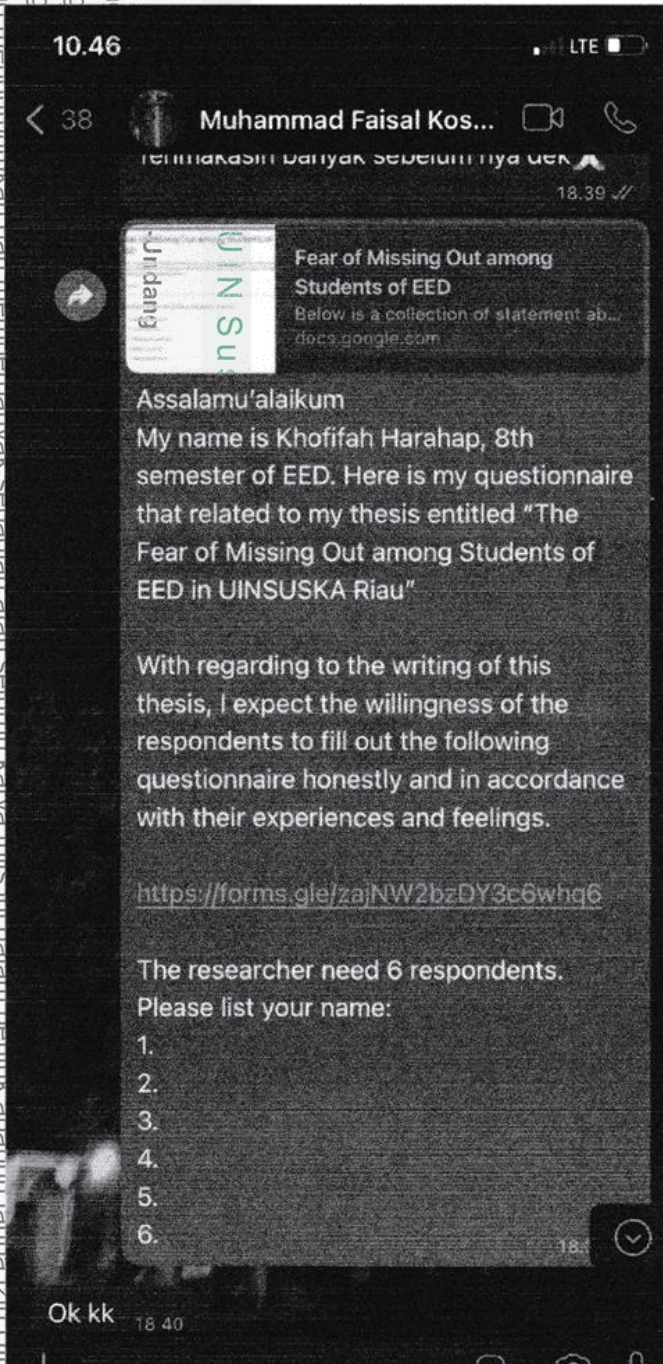
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- a. Peng
- b. Peng
- 2. Dilarang

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kritik atau tinjauan suatu masalah.

of Sultan Syarif Kasim Riau





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## CURRICULUM VITAE

Khofifah Harahap the second child of M. Riduwan Harahap and Sajidah Siregar, was born in Sipirok, March 25<sup>th</sup> 2001. The researcher lived in South Tapanuli, North Sumatra. She had finished her study at SDS Muhammadiyah Pasar Sipirok and she continued her study at Islamic Boarding School of K.H.Ahmad Dahlan Sipirok and she continued her study at SMAN 1 Sipirok then she continued her study at State Islamic University of Sultan Syarif Kasim Riau at Department of English Education, Faculty of Education and Teacher Training. On October until December 2021, she was doing field teaching practice (PPL) in SMA PGRI Pekanbaru and also KKN (Kuliah Kerja Nyata) in Desa Ujungurap, Padang Sidempuan, North Sumatra on August 2021. She followed the final examination of her thesis entitled: “The Fear of Missing Out Behavior among Students of English Education Department in UIN SUSKA Riau”, on October 18<sup>th</sup> 2022. She passed her final examination and got her Bachelor’s Degree in the English Education Department at State Islamic University of Sultan Syarif Kasim Riau.

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