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THE CORRELATION BETWEEN STUDENTS' HABIT IN EXPLORING SOCIAL MEDIA AND VOCABULARY MASTERY AT ENGLISH EDUCATION DEPARTMENT OF ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU

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Submitted as Partial Fulfillment of Requirements
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(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION
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ABSTRACT

Salsabilla, (2025) : "The Corelation Between Student Habit In Exploring Social Media And Vocabulary Mastery At English Education Department Of Islamic University Sultan Syarif Kasim Riau"

The purpose of this study is to find the relationship between students' habit in exploring social media and vocabulary mastery at English Education department. From the 119 students of population wich consisted of 4 classes, The researcher selected 30 students by using simple random sampling technique. The instrument of this research were questioannaire of habits in exploring social media and vocabulary mastery test. The questioannaire of habit in exploring social media consisted 20 items. The test about vocabulary consisted 20 items by using multiple choice. The results of the Paired Sample T-test show that the sig value (2-tailed) is 0.000 <0.05, which means that there is a significant correlation between Habit In Exploring Social Media And Vocabulary Mastery. In conclusion, the findings support the alternative hypothesis (Ha), indicating a significant correlation between students' social media exploration habits and vocabulary mastery.

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ABSTRAK

Salsabilla, (2025) : "Hubungan Antara Kebiasaan Mahasiswa Dalam Menjelajahi Media Sosial Dengan Penguasaan Kosakata Di Jurusan Pendidikan Bahasa Inggris Universitas Islam Sultan Syarif Kasim Riau"

Tujuan dari penelitian ini adalah untuk menemukan hubungan antara kebiasaan mahasiswa dalam menjelajahi media sosial dengan penguasaan kosakata di jurusan Pendidikan Bahasa Inggris. Dari 119 mahasiswa populasi yang terdiri dari 4 kelas, peneliti memilih 30 mahasiswa dengan menggunakan teknik simple random sampling. Instrumen penelitian ini adalah angket kebiasaan menjelajahi media sosial dan tes penguasaan kosakata. Angket kebiasaan menjelajahi media sosial terdiri dari 20 item. Tes tentang kosakata terdiri dari 20 item dengan menggunakan pilihan ganda. Hasil uji Paired Sample T-test menunjukkan bahwa nilai sig (2-tailed) adalah 0,000 < 0,05, yang berarti bahwa ada korelasi yang signifikan antara Kebiasaan Menjelajahi Media Sosial Dengan Penguasaan Kosakata. Kesimpulannya, temuan ini mendukung hipotesis alternatif (Ha), yang menunjukkan adanya korelasi signifikan antara kebiasaan eksplorasi media sosial siswa dan penguasaan kosakata.

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ملخّص

سلسبيلا، (٢٠٢٥): الصلة بين عادة الطلاب في تصفّح وسائل التواصل الاجتماعي وإتقان المفردات في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

هذا البحث يهدف إلى إيجاد العلاقة بين عادة الطلاب في تصفّح وسائل التواصل الاجتماعي وإتقانهم للمفردات في قسم تعليم اللغة الإنجليزية. من بين عدد مجتمع البحث البالغ 119 طالبا والمكوّن من أربع شعب، اختارت الباحثة 30 طالبا باستخدام تقنية العينة العشوائية البسيطة. أما أدوات البحث فتمثلت في استبيان حول عادات تصفّح وسائل التواصل الاجتماعي واختبار في إتقان المفردات. وقد تضمّن الاستبيان 20 بندا، بينما تضمن اختبار المفردات 20 سؤالا بصيغة الاختيار من متعدد. أظهرت نتائج الاختبار التائي للعينات المرتبطة أن القيمة الدالة (ذو الطرفين) بلغت 0.000 وهي أقل من 0.05، مما يعني وجود علاقة ذات دلالة إحصائية بين عادة تصفّح وسائل التواصل الاجتماعي وإتقان المفردات. وخلص البحث إلى أن النتائج تدعم الفرضية البديلة، مما يدل على وجود علاقة ذات دلالة بين عادات تصفّح الطلاب لوسائل التواصل الاجتماعي وإتقانهم للمفردات

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Advancements in communication technology, individuals can now easily overcome time and space challenges. The ability to communicate with millions of people at once has not only increased but also improved as a result of this. Initiatives like education could benefit greatly from these developments. It might make things like remote learning, blended learning, and even interactive education much easier and more efficient. Social media use to teach learners new languages, for instance, may have important educational uses in language training.

The impact of technological innovation on society is enormous. Many people, particularly adults and teenagers, spend more time on screens than on their surroundings, as is evident in today's reality Twenge & Campbell, (2018; Suryani & Soedarso, (2021). The fact that practically everything can now be done online through social media, from business to education, is perhaps the reason for this phenomena. As a matter of fact, social media has emerged as the most crucial tool for "surviving" the contemporary global digital era Damota, (2019).

Teachers could use a variety of social media platforms to instruct learners on how to improve their English language skills. Therefore, social media, particularly for English language learners, might improve speaking, listening, writing, and reading skills. There have been quite many definitions of social

media by experts. Poore (2016) defined social media as all forms of digital technologies employed to facilitate communication and information by using an internet connection.

On the whole, social media refers to the collective online digital platforms and services that let people interact, communicate, and share anything with everyone in the world. With internet services available almost everywhere, people now can access their social media anytime to do anything they want Akram & Kumar, (2018). According to Van Den Beemt et al. (2020), the use of modern social media in both the developed and developing countries has increased by such a percentage that the teacher with no technical knowledge is considered unprofessional.

Language instruction is a challenging endeavor that requires innovative approaches. Technology has been used recently to make it easier. The use of social media for language instruction, in particular for English, is one of the preferred methods. Students that are currently studying English without additional tools for learning the language or for evaluating their own proficiency. Therefore, using social media platforms to educate students and enable them to communicate with their peers in selected forums would be essential to improving learning. Languages are dynamic and ever changing, as such, leaners and even native users need to stay updated with any new terminologies or vocabularies. Social media, is based on, and driven by current events Allam, M., & Elyas (2016).

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Schmitt (2000) highlights that lexical knowledge is essential to communicative competence and the learning of a second language when taking into account the significance of vocabulary acquisition. The relationship between vocabulary knowledge and linguistic practice is then described by Nation (2001) as complimentary. Language use is made possible by vocabulary ability and the other way around.

Offering a valuable foundation for both language learning at later stages and real-life communication,vocabulary knowledge assists learners to communicate effectively and perform successfully in allrelated skills of listening, speaking, reading, and writing. The more vocabulary, therefore, a learnerunderstands the more skillful expressions he/she can make. Many students of English as a second language find vocabulary acquisition tedious since they must memorize unfamiliar terms and spelling and are frequently required to complete numerous exercises Nguyen & Khuat : (2003). For this reason, the use of social media can help students memorize vocabulary that without them even realizing they can memorize English vocabulary found on social media and there are also some vocabulary that is very familiar to students who use social media.

As suggested by Nation and Moir (2008) students need to know how to learn vocabulary and monitor their progress. For example, the use of internet, multimedia, games, diaries/journals, and social activities involving English can improve students' vocabulary mastery. Research on cognitive takes has cast doubt on the usefulness of providing information in a multimedia format,

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considering the fact that multimedia learning materials are regularly updated to improve vocabulary learning Mayer and Moreno (1998).

Learners of second and foreign languages are the first to understand the value of vocabulary. However, every environment has a different set of characteristics when it comes to language acquisition. Given that possibilities for target-language input, output, and interaction are limited in the setting of foreign language learning, using effective and motivating learning strategies looks to be crucial to vocabulary acquisition Tseng & Schmitt, (2008). The two primary components of vocabulary acquisition methods, which include the six subcategories of guessing, dictionary use, note-taking, practicing encoding, and activation, are described by Gu and Johnson (1996) as metacognitive control and cognitive strategies.

Mobile learning, as students refer to it in general is one of the current developments in the use of educational technology that underlines the opportunities, experiences, and opportunities made possible by the growth of portable devices for learning anywhere, at any time McQuiggan et al., (2015). Many of the studies included in this growing body of academic research used mobile devices to teach English vocabulary, and their results highlight the benefits of mobile technologies for vocabulary acquisition Mahdi, (2017); Xodabande et al., (2022); Xodabande & Atai, (2020).

Based to the researcher's observations, social media habits are actually frequently included into the English language learning process in the modern era. Therefore, vocabulary and social media have a specific interaction in the

process of learning English. This happens because the current digital environment includes the potential that social media may be one of the elements influencing students' language acquisition. Unpredictable social media algorithms help certain English-language videos to grab learners attention.

There were many researchers talking about the social media in many articles and journals a few years ago. Siemens G (2004) state that How people work and function is altered when new tools are utilized. The field of education has been slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Ansari, J. A. N., & Khan, N. A. (2020) state that the higher education authority should provide such a platform which can nurture the student's intellectual talents. Based on the empirical investigation, it would be said that students' engagement, social media communication devices facilitate students to retrieve information and interact with others in real-time regarding sharing teaching materials contents. Kapoor KK, Tamilmani K, Rana NP (2018) state that social media technologies are no longer perceived just as platforms for socialization and congregation, but are being acknowledged for their ability to encourage aggregation, In reviewing the 132 publications on social media and social networking, it was observed that most studies used social exchange theory, network theory and organization theory to support their studies.

Several students of English Education Department of State Islamic University Sultan Syarif Kasim RIAU were interviewed, and the results showed that social media has a big impact on their language exposure. Many of them

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admitted that regular exposure to online content—like videos, posts, and discussions—had affected their vocabulary growth. Some students, however, also voiced worries about the colloquial language of social media, believing it could impede their ability to expand their academic vocabulary. In order to better understand these trends, this study will examine the advantages and difficulties of social media use for vocabulary acquisition. In addition, it seeks to offer empirical evidence to support teachers in creating more successful plans for incorporating social media into language instruction while guaranteeing that pupils acquire a diverse vocabulary. As a result, this study focuses on identifying the correlation between social media habits on English vocabulary mastery and investigating its effectiveness in improving students' vocabulary mastey at UIN Sultan Syarif Kasim RIAU.

So, the researcher intends to conduct research with the title " The Corelation Between Student Habbit In Exploring Social Media And Vocabulary Mastery At English Education Department Of Islamic University Sultan Syarif Kasim Riau".

B. Identification of the Problem

The following is an identification of the problems in this research based on the problem's background. Students are introduced to a variety of informal language patterns through social media, which has become an essential component of their everyday communication. However, their frequent exposure to non-standard language forms—like acronyms, slang, and abbreviations—may hinder their ability to acquire formal and academic vocabulary, which is crucial

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for success in the classroom. Social media users' capacity to communicate quickly and simply may cause them to pay less attention to correct grammar and word usage, which could affect their ability to communicate in formal settings.

In addition, while social media presents chances for language exposure and interaction, its success as a vocabulary-building tool is still up for discussion. It draws for discussion whether informal language used on these platforms promotes vocabulary expansion or leads to language simplification.

C. Limitation of the Problem

Based on the background of the problem, The main objective of the researcher's problem limitation is to identify how social media TikTok use is designed to assist students improve their English language skills and more effectively increase their vocabulary through interactions and content accessible. Especially in English education department of Sultan Syarif Kasim States Islamic University.

D. Formulation of the Problem

Based on the background above and the many problems, the researcher developed the following question:

1. How is students' habits in exploring TikTok at sixth semester in English Education Department UIN SUSKA RIAU ?
2. How is vocabulary mastery average score at sixth semester in English Education Department UIN SUSKA RIAU ?

3. Is there any significant correlation between students' habit in exploring TikTok and their vocabulary mastery at sixth semester in English education department UIN SUSKA RIAU?

E. Objective of the Research

1. To find out the students habits in exploring TikTok at sixth semester in English Education Department UIN SUSKA RIAU
2. To find out the average score of vocabulary mastery at sixth semester in English Education Department UIN SUSKA RIAU .
3. To find out whether there is an significant of exploring TikTok and their vocabulary mastery at sixth semester in English education department UIN SUSKA RIAU?

F. Significant of the research

The researcher hope that this result will give them more benefit in their contribution:

4. The result of this study is effectiveness of exploring TikTok as a social media for learning tool by analyzing its potential to support vocabulary mastery.
5. The result of this research can motivate students to be interested in learning more about their vocabulary mastery .
6. This research supports the teacher in making learning easier using TikTok as a social media.

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G. The Definitions of the Terms

1. Correlation

According to Creswell (2012), the correlation statistical test is used in correlation study designs to define and determine the level of connection (or relationship) between two or more variables. Sarwono (2011), correlation is a statistical analytic method that quantifies the relationship or connection that exists between two variables. The purpose of this study was to determine that the students' learning preferences and their English proficiency were correlated.

2. Students' habits

Students' habits are a fundamental aspect of a learner's academic achievement. These habits encompass various educational activities such as reading, note-taking, and engaging in group discussions, which are carried out consistently to achieve specific learning objectives. Arieta, Gementiza, and Saco (2017) emphasized that study habits hold a critical influence on students' academic life, asserting that the academic success or failure of students is largely determined by the quality and consistency of their study practices.

3. Vocabulary

Enhancing students' general language proficiency worldwide, and especially in English as a foreign language (EFL) classrooms, requires assisting them in expanding their vocabulary Silver, Hu, & Iino, (2002). The relative benefits of purposeful and accidental learning—in which

students inadvertently "pick up" vocabulary information while concentrating on comprehending the meaning of the linguistic input—are frequently discussed Hulstijn, (2001).

4. Tiktok as Social Media

According to Dai and Chen (2019), TikTok is a social media platform that was established in 2017 and enables users to produce brief films that range in length from a few seconds to several minutes. It has the fastest growth rate globally. K Williams (2020), a reliable provider of enterprise-grade market data and performance metrics in the mobile app ecosystem, claims that TikTok was the second most downloaded social network program in 2019 and had the highest popularity rating.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Students' Habit

Students' habits are at the core of academic success. It is an action like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals. It can be defined as effective or counterproductive based on whether it serves the students well. The result revealed that sex has no significant impact on academic achievement and study habit of students. The growing dimensions of the usage of social media among students cannot be underestimated as students across all levels of education; especially those in tertiary institutions are active users of these platforms.

The introduction of social media have revolutionized the world of communication and today, sending and receiving messages, information and communicating with friends. This has also bridged the gap that existed in communication where people had to rely solely on the traditional method of letter writing, visits, or the use of telegrams and land lines for phone calls as the only means of getting in touch with friends and relatives. Social media according to Awake (2011) is an online platform that focuses on building and reflecting social relations among people, who for example share same or common interests or

activities. Although, these social media platforms focus on building social relationships, the peer influence that accompanies these relationships may have strong influence on students' study habits and academic performance.

Students' habits are acts that perform regularly and habitually in order to accomplish the task of learning. Kelli (2019) defines students' habits as the way or manner in which a student' plans his or her private studied outside lecture hours in order to master a particular course or topic. It constitutes those behaviours or activities that are associated with time allocation for al type of studied, private study, punctuality to lectures, note taking, summary and review of lecture notes, goal settings, concentration during lectures and time management. According to Alex (2011), to study is to buy out time and dedicate self to the task of study and to become engrossed in a process of learning, practice and enlightenment. Therefore, students' habits can be deduced from the above as dedicating an uninterrupted study schedule to the task of learning. Students' habits can be influenced by a variety of factors some of which are noisy environment, poor lighting, poor sleeping habits and procrastination. Among these factors, social media could also have influence on students' habits.

While some are of the opinion that, engagement on social media could contribute positively to students habits by receiving timely class updates and facilitating group discussions, others are of the opinion

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that, rather than help students academically, students engagement on social media seem to divert their attention from reading, concentrating in class, completing assignment and hampers their preparation towards quiz and examination. The differences in opinion could be linked to the fact that, students' engagements on social media does not effectively allow students to utilize their study time as the degree of learning depends on the amount of time a student spends engaging in learning. Richelle and Erik (2019) posited that, it is the time spent in studying that helps students to retain the materials learnt which may eventually enhance academic performance.

Social media make it easier and more convenient for students to access online lecture materials, educational information, educational videos and online tutorials on varied topics. George and Dellasega (2011) contend that, the use of social media platforms improves students' learning opportunities, fosters collaborative studies and increases access to group discussion. It allows for communication outside the classroom and enhances critical thinking. The studies of Subair, Solomon and Oreoluwa (2019) and Zahid, Ahmad, Syed and Faisal (2016) on impact of social media on student's academic performance revealed that, social media enable flexible course of learning as it gives opportunity to students including those at the postgraduate level to share ideas, opinions and interact with friends as well as express their worries and concerns over their studies.

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a. TikTok as a Social Media

Through short-form videos, TikTok has become a well-known platform for young people to interact with their peers and express themselves. According to Sharma, Manoj Kumar, Nisha John, and Maya Sahu (2020) With more than one billion active users globally, the app's appeal among youth is only increasing. Users have been able to explore all facets of their identities and express themselves creatively because to TikTok's unique capabilities, which include the option to add music and video filters to their movies.

Literat (2020) found that social media sites such as TikTok have the potential to improve the educational experience of pupils. Both findings imply that TikTok's imaginative and interactive elements might captivate pupils and promote active learning. Dasoo (2022) claimed that TikTok videos might be utilized as extra resources to aid students in understanding a challenging course, topic, or issue. The findings show that pupils have a strong desire to learn challenging material. TikTok platform's brief video format can successfully pique students' interest, aid in their understanding of the material, and boost their motivation.

Zahra et al. (2022) looked at the relationship between university students' academic performance and TikTok use. the findings of that investigating kids who use TikTok more frequently have worse

academic achievement than those who use it less frequently. Also, Zahra et al. (2022) contended that TikTok's continual excitement and distraction could impair students' ability to concentrate on academic work, resulting in worse academic accomplishment.

b. Advantages of Social Media TikTok

Pronunciation, vocabulary, grammar, common errors, and English facts are the five categories of courses that are frequently created from online TikTok videos (Warini et al., 2021). Out of the four top content creators, the pronunciation category is the highest. In addition, the results demonstrate that TikTok is a popular platform for English language acquisition since it offers brief videos, straightforward and engaging content, as well as useful features like sound, graphics, and editing filters. This indicates that TikTok backs a diverse range of projects and content producers who share important information (Mueller & Rajaram, 2022). The advantages of excellence for learning will be reviewed in the following:

1) Teachers can post entertaining and instructive information on TikTok, including advice, fairy tales, and art-related historical accounts. Teachers and other viewers can be entertained and engaged by TikTok material, even though it isn't directly related to instruction.
2) Students may lose interest in typical teacher lectures in virtual learning environments like Zoom or Google Meet. Teachers can

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use the TikTok platform to make entertaining and engaging videos that explain the information to students, keeping them interested and helping them understand it.

3) TikTok's potential to generate interest and interaction result in increased student engangment.

4) Students find it simpler to use the TikTok app, which allows them to make and share films on learning English or other topics. This is because TikTok is more popular than other social media sites.

5) If your content receives a lot of views and likes, you can make money by making instructional films as a food blogger or by sharing your everyday activities, funny sketches, educational content, and other videos. The word "viral" is frequently used in conversations on social media

c. Disadvantages of Social Media TikTok

Following that, below are several disadvantages of the TikTok app in learning, such as:

1. Teachers and students cannot use TikTokin the classroom without a reliable internet connection.
2. An internet quota is necessary in order to access the TikTok app.
3. There aren't many resources for studying English.
4. TikTok may charge you for uploading videos with particular content.

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2. The Concept of Vocabulary

a. The Study of Vocabulary

As noted by Wallace (2007), vocabulary is crucial to learning English. The vocabulary, is the foundation of communication Krashen and Terrell (1985). It suggests that vocabulary is critical to communication and that we cannot speak effectively without a large enough vocabulary. People will find it easier to communicate in a foreign language if they understand the language Aminatun and Oktaviani, (2019); Ambarwati and Mandasari, (2020).

A key component of teaching and learning English as a foreign language (EFL) is expanding one's vocabulary. All four language skills—speaking, listening, reading, and writing—are impacted by vocabulary, which is essential for comprehension and communication Harmer, (2007); Nan, (2018).

One crucial component of learning a language is expanding one's vocabulary. It acts as a link between the linguistic skills necessary for successful cross-cultural communication—reading, speaking, writing, and listening. Before moving on to after language skills levels, learners must master vocabulary, which is a fundamental ability. By increasing their vocabulary, students will improve their knowledge of the English language Feng & Webb, (2020).

EFL vocabulary acquisition best practices include using context, technology, visual aids, spaced repetition, and real materials. It is more

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useful to learn language in context rather than just words. According to Siyanova-Chanturia and Webb (2016), it aids students in comprehending how words are utilized and relate to one another in a phrase. Learners can retain new words more successfully if they use visual aids like images, movies, and other materials Bates & Son, (2020); Hsieh, (2020); Huynh Nguyen et al., (2022).

As suggested by Nation and Moir (2008) namely students need to know how to learn vocabulary and monitor their progress. For example, the use of internet, multimedia, games, diaries/journals, and social activities involving English can improve students' vocabulary mastery. In addition, a wide range of important qualities, including word frequency, saliency, learning burden, and learners' specific vocabulary needs and desires, are usually included under the topic of the challenge of learning vocabulary (and teaching) Grabe & Stoller, (2018). Through the use of words and terms, humans are able to express their thoughts, feelings, and desires. For those learning a language, vocabulary—one of the language's subjects of knowledge—is essential Rama et al., (2023).

b. The Importance of Vocabulary Mastery

For those learning English as a second language or as a foreign language, vocabulary mastery is crucial.Vocabulary mastery is crucial for academic success, foreign language learning, and English proficiency, all of which are strongly related, according to Tozcu & Coady (2004). Additionally, mastering vocabulary is crucial for effective usage of a

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second language and is crucial for effective usage of a second language and is crucial for the creation of comprehensive written and spoken texts, claims Alqahtani (2015). The ability to communicate with others depends on one's vocabulary. Many people, and especially students, can gain a solid understanding of themselves and all facets of their lives, including their culture, history, economy, and so forth, by mastering a large vocabulary. People who have little or no vocabulary will struggle to communicate and succeed since vocabulary is necessary for speaking as well as reading, writing, and listening.

Xu (2011) noted that vocabulary is the fundamental component to incorporate into the patterns since without it, there would be no sentences, essays, or even language.

c. Types of Vocabulary Mastery

Thornbury states in Zahro (2013) that there are four categories of English vocabulary. Vocabulary is the main key to communicating and making sentences. If students do not know the vocabulary, they also cannot translate the meaning of words or reading. (Alqahtani, 2015) believes that the acquisition of vocabulary is very important for success in English. Without extensive vocabulary, students cannot use the structures and functions of existing languages to communicate well..

The meaning-form connection is a key aspect of most vocabulary, whether individual words or formulaic sequences. But not all, as some vocabulary performs grammatical functions. For example, articles (a, an,

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the) show whether previous information has already been mentioned or not (among other functions), and prepositions show relationships (under, by). These words are called function words (or grammatical words), and they "knit together" the content words in a sentence. They are necessary regardless of the topic being discussed. The following two sentences concern very different topics, and have a different level of formality, with the first one being written and the second one spoken.

Synonyms are words which have approximately the same meaning (new/fresh, beautiful/handsome). It is argued that there are no fully interchangeable syno-nyms, as every pair would have some slight meaning or collocational difference (Paradis, 2012). For example, new can be used to describe virtually anything that is innovative or which replaces something (car, idea, year), but fresh is largely connected to air or food (bread, vegetables). Beautiful and handsome both mean "pleasing to the eye" when describing people, but beautiful is preferred for women, and handsome for men.

Antonyms are words which have approximately opposite meanings (hot/cold, expensive/inexpensive). There are two kinds of antonymy: ungraded and graded.Ungraded antonyms are exclusively opposite, either one or the other (dead/alive, pass/fail). Graded antonyms convey oppositeness on a continuum (hot/warm/ cool/cold).

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B. Relevance Research

This section makes it simpler for the reader to view linked studies through mapping, which is also visible in the appendix. Associated research According to Reyes (2014), Some previous researches about habits in exploring social media , first from Ovia Nabila, Rumiri Aruan, Novitri (2022) the title is “The Correlation Between Social Media Activeness And Vocabulary Mastery of The English Department Students of Universitas RIAU”. This study looked at third-year English students at Universitas Riau. There were 117 students in the sample. The researchers used a test and a questionnaire to collect data, then analyzed it with SPSS. The average vocabulary score was 69.3 ("good"), and the average social media activity score was 20.2 ("high"). The results showed a strong connection between using social media and knowing more English words. So, it’s suggested that students use social media in a smart way to help improve their English vocabulary. The different or gap is the object of the research, total of sample.

The second relevant research is conducted by Nur Afifah, Haryanto Atmowardoyo, Geminastiti Sakkir (2022) entitled “ The Use of Social Media In Learning English Vocabulary”. This study shows that social media can help students learn English words. It involved 25 eighth-grade students from SMPN 03 Mattiro Sompe. The data was collected through interviews and observations. The results found that social media is useful for learning, giving information, and making

students more interested in English. It also helps students learn new words and get used to reading and listening to English. Apps like YouTube and WhatsApp can be used to support English learning.

The Third relevant research is conducted by Arya Putra Pratama K, Roslaini (2024) entitled “The Relationship Between Students’ Habit in Watching English TikTok and Their Vocabulary Mastery in Senior High School” . The researcher found that 80% of students at SMA Budi Mulia Tangerang regularly watch English TikTok, which is considered a good habit. About 53.6% of students have very good vocabulary scores, showing that watching English TikTok can improve vocabulary. The test results showed a strong connection between watching English TikTok and vocabulary skills, proving the hypothesis. This means that students who watch English TikTok content tend to have better vocabulary. The researcher suggests students use TikTok as a tool for learning, not just for entertainment. Future research could explore other apps that help students improve their English.

The last relevant research is conducted by Joseph B. Bayer, Ian A. Anderson, and Robert S. Tokunaga (2022) entitled *“Building and Breaking Social Media Habits”.* The issues with platforms like TikTok, such as addiction, show the need to understand how habits affect social media use and well-being. It’s clear that social media use is based on habits. Our review of studies shows that habits are behind both the good and bad ways people use social media, and how companies profit from it.

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We also suggest breaking down social media habits to help people change bad ones using digital tracking. People can have both good habits (like sharing important messages) and bad habits (like constantly checking follower counts) on the same platform. Studying these habits can help us understand how they impact well-being.

C. Operational Concept

The researcher would like to explain the theories used in the research about variables this research. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to social media habits and variable Y refers to vocabulary mastery :

1. The indicators of Variable X (Students' habit in exploring Social Media)

Student habits influence learning outcomes (Arieta, Gementiza, & Saco, 2017). In vocabulary learning, these habits are reflected in how students use platforms like TikTok. The following indicators represent those habits. The indicators are :

a. Students demonstrate frequent use of TikTok as a medium for English vocabulary development.
b. Students engage with native English speaker content on TikTok to enhance lexical exposure.
c. Students apply TikTok-acquired vocabulary in academic and daily language use.

d. Students utilize learning strategies gained from TikTok to address vocabulary learning challenges.

2. The indicators of Variable Y (Students Vocabulary Mastery)

In this study, the researcher will use the following indicators, which are based on ideas by Fromkin, Rodman, and Hyams (2003) :

a. Mastering the context words
b. Mastering the function words
c. Mastering appropriate choice of word
d. Being able to use Synonym and Antonym

D. Assumption and Hypothesis of the Research

1. Assumption of the research

In this research, the researcher assumes that there is a significant correlation between social media habits and vocabulary mastery in English Education Department of Sultan Syarif Kasim Islamic University.

2. Hypothesis of the research

a. Null Hypothesis (Ho) : There is no significant correlation between student habits in exploring social media and their vocabulary mastery at sixth semester in English Education Department at Sultan Syarif Kasim Islamic University.
b. Alternative Hypothesis (Ha) : There is significant correlation between student habits in exploring social media and their vocabulary mastery at sixth semester in English Education Department at Sultan Syarif Kasim Islamic University.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting academic research, the selection of an appropriate research method is essential to ensure the reliability and validity of the findings. One of the most widely used approaches in the field of social sciences is **quantitative research**, which emphasizes objectivity, measurement, and statistical analysis. This method allows researchers to examine relationships between variables and to generalize findings across populations. Sukamulson (2007) defines quantitative research as social research that uses empirical assertions and procedures. Similarly, Creswell (1994) explains that quantitative research is a methodology aimed at explaining phenomena by collecting numerical data and analyzing it through statistical techniques.

Based on the definition above, the researcher performed correlational research in this study. In quantitative research, correlational design refers to methods where researchers use the statistical process of correlational analysis to evaluate the potency of the association (or relationship) between two or more variables. In this study, the independent variable or the variable that explained and affected another variable was “students habits in exploring social media” or usually known as X variable. For the dependent variable or the variable that being affected by

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the independent one was "vocabulary mastery" or usually known as Y variable.

B. Time and Location of the Research

This research will be conducted at English Education Department of Sultan Syarif Kasim State Islamic University on april 2025. The address of the university is at HR. Soebrantas Street, Number Km 15, Kec. Tambang, Pekanbaru, Riau.

C. Subject & Object of the Research

The subject of this research will be the students at the sixth semester at English Education Department of Islamic University Of Sultan Syarif Kasim RIAU. The object of the research is the correlation between social media an vocabulary mastery at English Education Department of Islamic University Of Sultan Syarif Kasim RIAU.

D. Population and Sample of the Research

1. Population of the Research

Creswell (2012) claim that a population is a group of individuals having one characteristic that distinguishes them from other groups. According to Arikunto (2010), that the population is all things, people or events that are the subject of investigation..

The population in this research is the students at 6th semester at English Education Department of Islamic University Of Sultan Syarif

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Kasim RIAU. In this study the students consisted of four classes with number of 119 students.

Table III.1
The Total Number of Population

No	Class	Population
1	A	25
2	B	30
3	C	34
4	D	30
	Total	119

2. Sample

A sample is a subset of a population. In this research, the sample will be obtained from population by using simple random sampling technique. According to Creswell (2012) sample is the sub group of the target population that researchers plan to study for generalizing about the target of the population. The researcher will use a simple random sampling technique to get sample from the population.

Simple random sampling is a quantitative sampling procedure, which the researcher selects participants (or units, such as schools) for the sample so that any sample of size N has an equal probability of being selected from the population (Creswell, 2012). In this research this technique was used to remove all hints of biasor at least it should

Determine the sample size, if the population more than one hundred the research sample is taken in the range 10-25% of the total population (Arikunto, 2013). Based on Arikunto's statement since the total number of students in 6t semester at English Education Department of Islamic

University Of Sultan Syarif Kasim, so the researcher will choosed 25% of the population to be sample of this study. The researcher will took 28 sample from a total 119 member of population.

Table III.2
Total Number of Sample

No	Class	Population	Sample
1	A	25 x 25%	6
2	B	30 x 25%	8
3	C	34 x 25%	8
4	D	30 x 25%	8
		Total	30

E. **Technique of Data Collection**

The kind of techniques use for collecting the data is:

2. Questionnaire

In this research, the researcher uses questionnaire to find out the information about students habits in exploring TikTok as a social media. Arikunto (2010, p. 192) defines a questionnaire as a series of written inquiries intended to elicit information from the respondent regarding their personality or a known fact.

This questionnaire enable the researcher to reliably gather data, examine usage trends, and pinpoint the elements influencing user behavior. Researcher can use this information to classify responders, carry out quantitative analysis. The questionnaire based on indicators of students habit in exploring social media and they consist of 20 items.

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Table III.3
Blue Print of questionnaire

No	Indicators	Number
1	Identify the reason of use social media	1,2,3,4
2	Indicate wether they're using social media	5,6,7
3	Impact of social media	8,9,10,11,12
4	Duration of using social media	13,14,15,16,17
5	Social media interaction habits	18,19,20
	Total	**20**

3. Vocabulary Test

The purpose of this study is to gather data on pupils' vocabulary mastery using tests. A test, according to Arikunto (2010, p. 193), is a set of questions, exercises, or other instruments used to gauge a person's aptitude, intelligence, or skill. According to Jeri (2012), taking the multiple-choice exam increased retention more than a similar cued memory test for relevant and previously tested content, and it decreased retention over both short and long delays.

This research will be used multiple choice test consisting of some questions formulated in operational concept for further information about the instruction of the test, the blueprint of the test can be seen:

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Table III.4
Blue Print of Vocabulary Mastery Test

No.	Indicators	Number
1	The students are able to master to context word a. Noun b. Verb c. Adjective d. Adverb	1,2,3,4,5,6,7
2	The student are able to master the application a. Preposition b. Article c. Pronoun	8,9,10,11
3	The students are able to use appropriate choice of word	12,13,14,15
4	The students are able to identify the synonym and antonym of word	16,17,18,19,20
	Total	**20**

A. Validity

According to Arikiunto (2006), a valid instrument is one that consistently presents data regarding the variable being studied. Reffering to Hammer (2007), a test is considered valid if it yields the desired results. Brown (2004) state that the content validity is partly a matter of determining if the content that instrument contains is an adequate sample of the domain of content it is supposed to represent Thus, the test was given based on the material studied by the students.

The researcher used SPSS 20 to analyse the validity of the test, the item tested were valid based on the result of the tryout test. In the tryout test, the researcher gave 22 question designed based on the reseach indicators. The result of the trial showed that there were 20 questions were valid and 2 questions were invalid. 20 items were used as

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instrument by the researcher to collect data about the listening test to the 30 paerticipant. In this study researcher took 20 valid questions that represented each indicator, according the purpose of the analysis.

The result obtained must be compared with the R table to find out wether the test is valid or not. Table R for *df* = 28 shows degrees of freedom 30-2 = 28 with 0.361(5%)

If the R obtained > r table = valid value

Table III.5

Vocabulary Test validity

Item number	r-item	r-table	Result
1	0,061	0,361	INVALID
2	0,462	0,361	VALID
3	0,513	0,361	VALID
4	0,503	0,361	VALID
5	0,562	0,361	VALID
6	0,511	0,361	VALID
7	0,539	0,361	VALID
8	0,496	0,361	VALID
9	0,513	0,361	VALID
10	0,582	0,361	VALID
11	0,494	0,361	VALID
12	0,435	0,361	VALID
13	0,404	0,361	VALID
14	0,232	0,361	INVALID
15	0,478	0,361	VALID
16	0,570	0,361	VALID
17	0,755	0,361	VALID
18	0,598	0,361	VALID
19	0,678	0,361	VALID
20	0,756	0,361	VALID
21	0,640	0,361	VALID
22	0,628	0,361	VALID

B. Reliability

Reliability is closely associated with the accuracy of measurement. The consistency of results obtained when the measurement is repeated on different subjects or by different individuals indicates a form of measurement accuracy. Reliable measurements or observations are essential objectives in conducting quality research. According to Creswell (2012), internal consistency dependability refers to the ability of an instrument to be administered once using a single version. In this study, where a 36-item test is used to measure students' motivation and reading comprehension, reliability serves as a critical factor to ensure the validity of the findings.

According to Cohen et al. (2018, p. 268), reliability is fundamentally an overarching concept that encompasses dependability, consistency, and replicability over time, across different instruments, and among various respondent groups. The categories of reliability testing employed to evaluate the extent of the test's dependability are outlined in the table below :

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Table III.6

The Level of Acceptable Reliability

No	Reliable	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptability

(Cohen, Manion, & Marison,2007)

The researcher also used the SPSS 20.0 program to find out wether the instrument was reliable or not

F. Technique of Data Analysis

To analyse the data, the researcher will use the formula below :

$$P = \frac{F}{N} x100\%$$

Where :

P = Number of percentage

F = frequency

N = Number of Sample

Riduwan (2010) provided a measure for classifying the percentage of questionnaires that were completed as follow :

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Table III.7
Classifying percentage of social media habits

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

To analyse the data of students vocabulary mastery as follow:

$M = \frac{ts}{N}$

Where :

M = Mean

TS = Total Score

N = Number of sample

Table III.8
Level of Acceptable Reliability

No	Score	Categories
1	80-100	Excellent
2	60-79	Very good
3	40-59	Good
4	20-39	Enough
5	Less than 20	Bad

(Arikunto,2013 p.281)

To know if there is a correlation between students using social media and vocabulary mastery, the researcher mentions the pattern of Pearson correlation coefficients, follow:

$$r_{xy} = \frac{(n\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2)\} - (\sum x^2)(n\sum y^2) - (\sum y^2)}}$$

r xy = Coefficient correlation Pearson-product moment

∑X = The value for the X variable

∑Y = The value for the Y variable

∑XY = The value for the XY variable

the hypotheses are (Siregar,2013, p.350):

Ho is accepted if sig ≥ α : there is no significant correlation between students' using social media and vocabulary mastery.

Ha is accepted if sig < α : there is a significant correlation between students' using social media and vocabulary mastery.

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CHAPTER V

CONCLUSION AND SUGGE STION

A. Conclusion

This study aimed to examine the significant correlation between students' habits of exploring social media and their vocabulary mastery in the English Education Department at UIN SUSKA Riau. The participants of this study were sixth-semester students from the English Education Department at UIN SUSKA Riau. Referring to the data presentation and analysis in Chapter IV, the researcher concludes that the answers to the research questions are as follows:

1. Students' in exploring social media TikTok habits at sixth semester in English Education Department UIN SUSKA RIAU was at "High" category with a mean score 77.43
2. Students' vocabulary mastery at sixt semester in in English Education Department UIN SUSKA RIAU was at "Very High" category with a mean score 88
3. There was a significant correlation between student habits in exploring social media and vocabulary mastery at English Education Department UIN SUSKA RIAU. Significant Correlation has shown that the Sig (2-tailed) value was 0.000. it is possible to say that the hypothesis (Ha), 0.000<0.05, is accepted. It shows the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho)

B. Suggestion

Based on the finding, the researcher would like to propose several suggestion, as follows:

1. Future research is warranted to investigate the influence of TikTok content on students' vocabulary acquisition, with particular emphasis on identifying the specific types of videos and user interactions on this platform that most effectively facilitate vocabulary development.
2. It is recommended that researchers undertake a comprehensive investigation into supplementary external factors, such as offline educational contexts and individual learner characteristics, which may exert a significant influence on vocabulary mastery alongside the effects of social media engagement.

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APPENDIX 1
INSTRUMENT OF THE RESEARCH

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QUESTIONNAIRE

INSTRUMENT 1

Name : …….

Class : …….

Term : …….

Assalamualaikum warahmatullahi wabarakatuh

Dear Responden,

I am Salsabilla, an undergraduate student at Universitas Islam Negeri Sultan Syarif Kasim (UIN Suska) Riau. I am currently conducting a research study as part of the requirements for the completion of my thesis, entitled *"The Correlation Between Student Habits in Exploring Social Media and Vocabulary Mastery at the English Education Department."* This study aims to investigate whether there is a significant relationship between students' habits in using social media and their mastery of English vocabulary.

Your participation in this questionnaire is highly appreciated. Please be assured that all information you provide will remain strictly confidential and will be used solely for academic purposes. There are no right or wrong answers; please respond honestly based on your own experiences and perspectives.

Your contribution is essential to the success and reliability of this research. If you have any questions or concerns regarding this study, feel free to contact me.

Thank you very much for your valuable time and cooperation.

Respectfully,
Salsabilla
English Education students
UIN Suska Riau

Instruction :

1. Read each question well (bacalah setiap soal dengan baik)
2. Please put check mark (√) in the blank space that indicate your opinion.

(beri tanda ceklis di kolom yang kosong sesuai dengan pendapat anda)

3. Your answer will not effect your score. (jawaban anda tidak akan mempengaruhi nilai)

Explanation :

1. Always : selalu

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2. Often : sering
3. Sometimes : sekali – sekali
4. Rarely : jarang
5. Never : tidak pernah

No	Question	Always	Often	Sometimes	Rarely	Never
1.	How often do you use the TikTok app for more than 2 hours a day? (Seberapa sering Anda menggunakan aplikasi TikTok selama lebih dari 2 jam sehari?)					
2.	How frequently do you learn new English vocabulary from TikTok videos? (Seberapa sering Anda mempelajari kosakata bahasa Inggris baru dari video TikTok?)					
3.	How frequently do you use TikTok to practice speaking or pronunciation in English? (Seberapa sering Anda menggunakan TikTok untuk berlatih berbicara atau pengucapan dalam bahasa Inggris?)					
4.	How often do you feel that watching TikTok has positively impacted your vocabulary retention? (Seberapa sering Anda merasa bahwa menonton TikTok berdampak positif pada daya ingat kosakata Anda?)					
5.	How regularly do you save TikTok videos that help you learn English? (Seberapa sering Anda menyimpan video TikTok yang membantu					

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	Anda belajar bahasa Inggris?)					
6.	How often do you watch TikTok videos to improve your English listening skills? (Seberapa sering Anda menonton video TikTok untuk meningkatkan keterampilan mendengarkan bahasa Inggris Anda?)					
7.	How often do you use TikTok as a resource to learn new English vocabulary? (Seberapa sering Anda menggunakan TikTok sebagai sumber belajar kosakata bahasa Inggris baru?)					
8.	How often do you encounter unfamiliar English words while watching TikTok content? (Seberapa sering Anda menemukan kosakata bahasa Inggris yang tidak dikenal saat menonton konten TikTok?)					
9.	How often do you use new vocabulary learned from TikTok in your daily conversations? (Seberapa sering Anda menggunakan kosakata baru yang dipelajari dari TikTok dalam percakapan sehari-hari?)					
10	How often do you come across English words on TikTok that you actively try to learn? (Seberapa sering Anda menemukan kosakata bahasa Inggris di TikTok yang ingin Anda pelajari?)					

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11	How often do you find yourself applying strategies learned in TikTok to solve English learning difficulties? (Seberapa sering Anda menerapkan strategi yang dipelajari di TikTok untuk mengatasi kesulitan belajar bahasa Inggris?)					
12	How often do you watch TikTok videos created by native English speakers? (Seberapa sering Anda menonton video TikTok yang dibuat oleh penutur asli bahasa Inggris?)					
13	How often do you find native English speakers on TikTok explaining or teaching new vocabulary? (Seberapa sering Anda menemukan penutur asli bahasa Inggris di TikTok menjelaskan atau mengajarkan kosakata baru?)					
14	How often do you feel your vocabulary improves after spending time on TikTok? (Seberapa sering Anda merasa kosakata Anda meningkat setelah menghabiskan waktu di TikTok?)					
15	How often do you try to use new vocabulary in your own TikTok videos or comments? (Seberapa sering kamu mencoba menggunakan kosakata baru dalam video atau komentar TikTok kamu?)					
16	How much time do you typically spend on TikTok					

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	discovering new vocabulary? (Berapa banyak waktu yang biasanya Anda habiskan di TikTok untuk menemukan kosakata baru?)					
17	How often do you watch TikTok content focused on building vocabulary? (Seberapa sering Anda menonton konten TikTok yang berfokus pada pengembangan kosakata?)					
18	How often do you repeat new vocabulary out loud when you hear it on TikTok? (Seberapa sering kamu mengucapkan kosakata baru dengan lantang saat mendengarnya di TikTok?)					
19	How often do you follow TikTok accounts that focus on teaching English? (Seberapa sering Anda mengikuti akun TikTok yang berfokus pada pengajaran bahasa Inggris?)					
20	How often do you learn new slang or informal expressions from native English speakers on TikTok? (Seberapa sering Anda mempelajari bahasa gaul atau ungkapan informal baru dari penutur asli bahasa Inggris di TikTok?)					

Adapted from Meltin Ekamis (2024).

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VOCAB TEST

INSTRUMEN 2

TEST VOCABULARY

NAME : ……

CLASS : ……...

TERM : …….

Choose the correct answer by crossing a, b, c, or d !

1. The children were playing *happily* in the garden.

The italicized word *happily* is a:

a. Noun
b. Verb
c. Adjective
d. Adverb

2. She wore a *beautiful* dress to the party

The italicized word *beautiful* is a:

a. Noun
b. Verb
c. Adjective
d. Adverb

3. Which word is a **noun**?

a. Run
b. Quickly
c. Happiness
d. Beautiful

4. Which of these words is a **verb**?

a. Teacher
b. Writing
c. Writer
d. Writtenly

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5. She danced _____ at the competition.
   a. Graceful
   b. Gracefully
   c. Grace
   d. Graced
6. He always _____ his homework before dinner.
   a. Finishing
   b. Finish
   c. Finishes
   d. Finished
7. We saw a _____ in the forest during our trip.
   a. Run
   b. Beautiful
   c. Deer
   d. Quickly
8. The children played _____ in the backyard.
   a. Happy
   b. Happiness
   c. Happily
   d. Happier
9. The book is ___ the table.
   a. In
   b. On
   c. Under
   d. Between
10. Sarah and ___ went to the market.
    a. Me
    b. I
    c. Mine

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d. My

11. This bag is not yours; it's ___.
    a. Me
    b. Mine
    c. My
    d. I
12. She bought ___ book from the store.
    a. A
    b. An
    c. The
    d. No article
13. She was very tired, so she decided to take a short _____ before continuing her work.
    a. Break
    b. Crack
    c. Cut
    d. Stop
14. The manager will _____ the report before the meeting.
    a. Look
    b. See
    c. Review
    d. Stare
15. The fire spread quickly because the material was highly _____.
    a. Flammable
    b. Burnable
    c. Explosive
    d. Smokey
16. I need to _____ my appointment with the dentist because of a scheduling conflict.
    a. Cancle

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b. Erase
c. Delete
d. Remove

17. Choose the word that has the same meaning as “Happy”
    a. Angry
    b. Joyful
    c. Sad
    d. Tired
18. Which word is a synonym for “Begin”
    a. End
    b. Start
    c. Stop
    d. Close
19. Which of the following words is the opposite of *“expand”*
    a. Grow
    b. Increase
    c. Shrink
    d. Build
20. Which of the following words is the opposite of *“optimistic”*
    a. Hopeful
    b. Positive
    c. Pessimistic
    d. Cheerful
21. Which word has the same meaning as *“finish”*?
    a. Stop
    b. Pause
    c. Begin
    d. Complete
22. What is the antonym of *“early”*?

a. On time
b. Fast
c. Late
d. soon

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APPENDIX 2
ANSWER

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A. Answer questionnaire of social media habits

NO	Name	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 19	P 20
1	neni	5	3	2	4	4	3	5	2	3	4	3	3	3	4	3	2	5	3	2	2
2	rahmi	4	3	3	2	4	4	2	4	5	3	3	2	5	2	5	4	5	2	2	4
3	titi	4	3	3	4	2	5	4	4	5	3	4	4	2	4	2	2	1	2	2	4
4	athaya	2	3	2	5	4	3	3	2	3	3	3	5	3	2	4	3	3	4	5	4
5	qaimul	4	4	3	4	2	5	3	3	5	3	5	2	2	3	2	2	3	4	4	2

B. Answer test of vocabulary mastery

No	Name	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 19	P 20
1	neni	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
2	rahmi	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
3	titi	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
4	athaya	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
5	qaimul	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1

APPENDIX 3
RESULT

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No	Name	Precentage
1	student 1	69
2	student 2	86
3	student 3	58
4	student 4	65
5	student 5	78
6	student 6	84
7	student 7	72
8	student 8	78
9	student 9	81
10	student 10	68
11	student 11	84
12	student 12	73
13	student 13	79
14	student 14	76
15	student 15	81
16	student 16	87
17	student 17	77
18	student 18	72
19	student 19	72
20	student 20	84
21	student 21	68
22	student 22	74
23	student 23	82
24	student 24	82
25	student 25	87
26	student 26	88
27	student 27	82
28	student 28	73
29	student 29	85
30	student 30	78
	TOTAL	**1343**
	MEAN	**77,43**

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APPENDIX 4

RECCOMENDATION LETTER

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7977397 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Harum Natasha M.Pd
   a. Nomor Induk Pegawai (NIP) : 198203 2009 01 2009
3. Nama Mahasiswa : Salsabilla
4. Nomor Induk Mahasiswa : 12110422978
5. Kegiatan : Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	30 april 2025	Instrumen penelitian		
2	3 May 2025	Fixed instrumen		
3	22 May 2025	Bab 4		
4	3 Juni 2025	Bab 5		
5	12 Juni 2025	Abstrak		
6	23 Juni 2025	Bab IV & Bab V		
7	24 Juni 2025	Acc Munaqasyah.		

Pekanbaru, 24/06 2025
Pembimbing,

HARUM NATASHA, M.Pd.
NIP. 198203200501 2009

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Galsabila
Nomor Induk Mahasiswa : 12110427047
Hari/ Tanggal : Senin / 17 maret 2025
Judul Proposal Penelitian : the correlation between students habit in exploring social media and Vocabulary mastery of english education depart men of islamic univ sultan syarif kasim

NO	URAIAN PERBAIKAN
1.	Revise the title
2.	Revise background of the research
3.	Revise defenition of term
4.	Revise previous study on background
5.	Revise theorier about social media
6.	Revise operational concept
7.	revise tense of chapter III
8.	relevant research

Pekanbaru, 17 Maret 2025

Penguji I

Idhom Syahputra, M.Ed

Penguji II

Rizki Amelia, M.Pd

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

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Salsabilla
Nomor Induk Mahasiswa : 12110422978
Hari/Tanggal Ujian : ~~Jumat~~ / senin / 17 maret 2025
Judul Proposal Ujian : the correlation between student's habit in exploring social media and vocabulary mastery at english education department of islamic university sultan syarif kasim Riau

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, M.Ed	PENGUJI I		
2.	Rizki Amelia, M.pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

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

Pekanbaru, 18 april 2025
Peserta Ujian Proposal

salsabilla
NIM. 12110422978

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

Nomor : B-9067/Un.04/F.II/PP.00.9/05/2025 Pekanbaru, 06 Mei 2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Nama	: Salsabilla
NIM	: 12110422978
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : CORRELATION BETWEEN STUDENT HABITS IN EXPLORING SOCIAL MEDIA AND VOCABULLARY MASTERY AT ENGLISH EDUCATION DEPARTMENT OF SULTAN SYARIF KASIM RIAU
Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Waktu Penelitian : 3 Bulan (06 Mei 2025 s.d 06 Agustus 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

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

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

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Nomor : B-7840/Un.04/F.II.3/PP.00.9/2025 Pekanbaru, 21 April 2025
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Yth : Ketua
Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Assalamu'alaikum Warhmatullahi Wabarakatuh

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

Nama	: Salsabilla
NIM	: 12110422978
Semester/Tahun	: VIII (Delapan)/ 2025
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.

Wassalam,
a.n. Dekan
Wakil Dekan III

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

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Pekanbaru, 21 April 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Salsabilla
NIM	: 12110422978
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: The Correlation Between Student Habit In Exploring Social Media And Vocabulary Mastery At English Education Departmen Of Islamic University Sultan Syarif Kasim Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

if Kasim Riau

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Pekanbaru, 28 Juni 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Salsabilla
NIM	:	12110422978
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	Correlation Between Student Habits In Exploring Social Media And Vocabullary Mastery At English Education Department of Sultan Syarif Kasim Riau

Nama yang bersangkutan di atas diizinkan melakukan Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimanamestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012047

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Nomor : B-11625/Un.04/F.II.1/PP.00.9/06/2025 Pekanbaru, 18 Juni 2025
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Lampiran : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada Yth.
Harum Natasha, M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SALSABILLA
NIM : 12110422978
Jurusan : Pendidikan Bahasa Inggris
Judul : Correlation Between Student Habits In Exploring Social Media And Vocabullary Mastery At English Education Department Of Sultan Syarif Kasim Riau
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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

W a s s a l a m
a.n. Dekan
Wakil Dekan I

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

Tembusan :
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CURRICULUM VITAE

Salsabilla is the first child of Mr Adrial and Mrs. Defitri Yeni. She was born on Padang, January 3th 2003. In 2015, she graduated from SDN 011 Lubuk Buaya. She also finished her studies at SMP Perguruan Islam ArRisalah Padang in 2018, MAS ArRisalah Padang in 2021.

In 2021, she was accepted to be a students at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. Then, on September until November 2024, she was doing Pre-Service Teacher Practice (PPL) program at SMK Migas Bumi Melayu Riau. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on January – June by thesis entitled "The Correlation Between Student Habit in Exploring Social Media and Vocabulary Mastery at English Education Department of Islamic University Sultan Syarif Kasim Riau"