

**THE CORRELATION BETWEEN THE USE OF SOCIAL MEDIA
AND VOCABULARY MASTERY OF THE FIFTH SEMESTER
STUDENTS OF THE ENGLISH STUDY PROGRAM
UNIVERSITAS RIAU**

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Abstract: *The aim of this research is to find out whether or not there is significant correlation between social media usage and English vocabulary mastery of the fifth-semester students of the English Study Program Universitas Riau. By applying the quantitative method, this research used a population with the total 112 students of the fifth semester, while the samples were 76 students, who were selected using a cluster random sampling technique. The research instruments are a Questionnaire and a Test. The questionnaire is to measure social media usage (Safitri, 2021; Sivagnanam and Yunus, 2020), and the vocabulary test is to measure the vocabulary mastery of the students adapted from TOEFL book (Riau University Language Center, 2014) and TOEFL book by (Kardimin, 2008). The researcher used IBM SPSS Statistics 25 to analyze the data. The results of the data analysis showed that the average student's use of social media is 92.3, which is considered to be at a "high" level, while the average student's mastery of vocabulary is 79.4, which is considered to be at a "good" level. Additionally, the research finding showed that the correlation coefficient of the two variables is 0.489, considered a positive and moderate correlation. and the determinant coefficient is 0.2391, which implies social media usage has a 24% influence on the students' vocabulary mastery, meanwhile 76% being influenced by other factors.*

Keywords: *Correlation, Social Media Usage, Vocabulary Mastery*

HUBUNGAN KORELASI ANTARA PENGGUNAAN MEDIA SOSIAL DENGAN PENGUASAAN VOCABULARY MAHASISWA SEMESTER V PROGRAM STUDI BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya hubungan yang signifikan antara penggunaan media sosial dan penguasaan kosa kata bahasa Inggris pada mahasiswa semester lima Program Studi Bahasa Inggris Universitas Riau. yang menggunakan metode kuantitatif, penelitian ini mengambil populasi dengan jumlah 112 mahasiswa semester lima program studi Bahasa Inggris Universitas Riau, sedangkan sampelnya adalah 76 mahasiswa, yang dipilih dengan menggunakan teknik cluster random sampling. Instrumen penelitian adalah 1) Kuesioner dan 2) Tes. Kuesioner untuk mengukur penggunaan media sosial yang diambil dari (Safitri, 2021; Sivagnanam and Yunus, 2020), sedangkan tes untuk mengukur penguasaan kosa kata siswa yang diadaptasi dari buku TOEFL oleh (Pusat Bahasa Universitas Riau, 2014). dan dipadukan dengan buku TOEFL oleh (Kardimin, 2008). Peneliti menggunakan IBM SPSS Statistics 25 untuk mengevaluasi data. Hasil analisis data menunjukkan bahwa rata-rata penggunaan media sosial siswa adalah 92,3 yang tergolong “tinggi”, sedangkan rata-rata penguasaan kosa kata siswa adalah 79,4 yang tergolong “baik”. Selain itu, hasil penelitian menunjukkan koefisien korelasi kedua variabel adalah 0,489, dianggap sebagai korelasi positif dan sedang. dan koefisien determinannya adalah 0,2391, yang berarti penggunaan media sosial memiliki pengaruh sebesar 24% terhadap penguasaan kosa kata siswa, dan 76% lainnya dipengaruhi oleh faktor lain.

Kata Kunci: Korelasi, Penggunaan Media Sosial, Penguasaan Kosakata

INTRODUCTION

According to Indonesian Digital Report data from We Are Social (2020), 160 million people or 59% of the total Indonesian population of 272.1 million are actively using social media. Another result is that the average person who frequently uses social media in Indonesia is in the age range of 13 to 34 years. It is understood that social media is very popular with young people, university students' included. By using social media students can avoid some of the bad influences that often occur in the classroom or called negative psychological factors such as lack of motivation, boredom, lack of confidence which greatly affects the learning process (Zayed & Al-Ghamdi, 2019).

Social media is "forms of electronic communication, such as websites for social networking and microblogging, through which users create online communities to share information, ideas, personal messages, and other content" (Merriam-Webster Dictionary, 2021). By using social media, anyone can create an online community based on the type of media a person chooses to share information, deliver private messages, broadcast messages, and even create any content, so that she or he can use social media as an appropriate learning tool. So, from the statement above, it can be concluded that social media is very important to use, especially in the current era, to support the quality of education. Based on Sivagnanam and Yunus (2020), the most frequently used of social media is YouTube, followed by WhatsApp which has the same percentage. Then Instagram took the third position in the percentage, followed by Facebook.

In the current digital era, technology has a big influence on all aspects of life, one of which is English education as an international language (Helmiana, 2023). As we know English has 4 basic skills; Speaking, reading, listening and writing. In these skills, English also has some component that must be understood, one of which is vocabulary. Apart from grammar, vocabulary is an important part in improving one's English. Alqahtani (2015) as cited in Arumugam et al. (2020) mentioned that "vocabulary knowledge is regarded as an important instrument for second language students as inadequate vocabulary knowledge in a second language delays successful communication". In the explanation above, it's understood that vocabulary is an important role in English.

Vocabulary is the base component that students need to master in order to be able in those language skills (Ghazal, 2007). Vocabulary is a collection of words that are already known by humans themselves stated by Linse (2005:121). Meanwhile Neuman and Drawyer as cited in Bintz (2011:44) said that Vocabulary is the words that a person must know in order to communicate well. The term "vocabulary" refers to more than just a collection of words. It's a mechanism that's built into the language. It is a component of every language that, like grammar, is defined in a variety of ways by experts. (Fromkin et al., 1996) as cited in (Jamaris, 2013). Where the operational definition of social media is a learning media used by students in the English vocabulary learning process.

Before conducting the research, the author conducted brief interviews with several third-year English education students who became the respondents of this research and the respondents had taken vocabulary subjects. In this case, the writer asks for 6 respondents about how they use social media in this era. The question is that is there a correlation between social media and English, especially vocabulary? They answered with the similar answers, they have been using social media for a long time but since the pandemic, the use of mobile phones has increased especially social media. Almost every

day they open social media and as long as they open social media they often find new knowledge about the English language that is obtained through certain content and also from existing captions and comments, so that they get a lot of new vocabulary through social media.

From the explanation above, we can see that social media has a relationship with vocabulary mastery. Through social media, students of English education at the University of Riau often use social media as a tool to adding their vocabulary mastery through content shared by others and through comments and captions used on social media. Owing to this, it is important to know is there a correlation between the use of social media and vocabulary mastery.

Research entitled *The Role of Social Media towards The English Vocabulary Acquisition for The Students of SMK N 7 Semarang* by Kurinawan (2019) has described how the role of social media with students' vocabulary mastery and the role of social media with students' vocabulary mastery of the social media they use. This research using case study method uses data collection through questionnaire and vocabulary test, then analyzed using the percentage of data and the classification method of social media activity. From the results shown, there are differences in scores between students who are active in using social media and students who are not actively using social media. The results shown are students who are active in using social media have higher scores than students who are less active in using social media, so the authors suggest that social media be used as an English learning platform.

According to Rideout and Robb (2018), it is estimated that 89% of young people between the ages of 13 and 17 own a smartphone, and 75% of them are active on social media on a daily basis. This is similar to the finding of the study by Kolhar et al. (2021) which also shows that the majority of university students use social media every day, for at least six hours a day.

Based on Safitri (2021) with the title "Students' Perception of the Use of Social Media for Learning English", the research aim is to find out how students perceive the use of social media for learning English. This research uses qualitative methods with data collection techniques using questionnaires and interviews. based on the findings, students have a positive perception of the use of social media to learn English. so, the authors suggest to English teachers to be able to use social media as one of the learning media, especially those that have been mentioned by students, (YouTube, Instagram, and WhatsApp).

METHODOLOGY

Donald Ary et.al (2010) state that correlation is a technique for determining the covariation between sets of scores. Correlation study is a study used to find the relationship between two variables that are positioned as independent variables and dependent variables. In this case the use of social media is independent variable (X) while vocabulary mastery is dependent variable (Y). The purpose of this correlational research is to determine relations between the use of social media and their vocabulary mastery of the fifth semester students of The English Study program in Universitas Riau.

The term "population" refers to a group of items or individuals with different capacities and characteristics that the researcher wishes to study and from which

conclusions will be drawn (Sugiyono, 2016). So, this population is taken based on the needs of the author. In this study, the population is all of the fifth semester students of English Department at Universitas Riau with the total 112 students.

Then according to Gay (2012), sampling is the process of selecting a group of people for a research in such a way that the people picked represent the larger population from which they were chosen. From a predetermined population, the fifth semester students of English Department are divided into 3 classes. Based on computerized system (Cresswell, 2012), one class (5C) were chosen to be the try-out samples (36 students), while two classes (5A and 5B) were chosen as the research samples (76 Students).

In choosing a data collection technique, the author used two instruments, namely the questionnaire technique and vocabulary test. In this research, the questionnaire was adapted from Safitri (2021) and Sivagnanam and Yunus (2020), the questionnaires are divided into four parts: In the first part, the students were asked about their behaviours in using social media. The participants were required to respond five multiple-choice questions, which consist of time use of social media, the purpose of using social media and social media application used the most for learning English. The second part asked about the students' perceptions towards social media usage. The third part discussed their ways of using social media for learning English vocabulary. The last part asked about the challenges they faced when using social media for English learning. The last three parts employed a four-point Likert scale (4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree). The Likert scale questionnaire part consists of 28 items.

The vocabulary test consists of 50 questions. Based on the theory taken from Hatch and Brown (2004) which explains word classification, this research adapted questions from the TOEFL book (Riau University Language Center, 2014) and TOEFL book by (Kardimin, 2008).

After the data was collected, they were later analyzed using a computer program, IBM SPSS Statistics 25. The researchers first described the data of each variable before explaining the correlation analysis between the two variables as follows:

- 1) *The Normality Test*: to see if the sample data came from a population with a normal distribution. The basic decision-making in the normality test is that if the P-value is greater than the α , the data distribution is normal, but if it isn't, then the distribution of the data is not normal.
- 2) *The Linearity Test*: to determine whether the relationship between variables is linear or not. Same with normality tests, if the value of deviation from linearity is greater than 0.05, the relationship between both variables is linear. However, if it is lower than 0.05, then the relationship between both variables is not linear.
- 3) *The Correlation Analysis*: to test the hypothesis. The researchers used the Pearson Product Moment Correlation through IBM SPSS 25. After that, the correlation coefficient is classified using the table of correlation levels by Sugiyono (2009) below:

Table 1. Interpretation Correlation

Correlation Coefficient	Interpretation
0.00 – 0.20	Very low correlation
0.21 – 0.40	Low correlation
0.41 – 0.70	Moderate correlation
0.71 – 0.90	High correlation
0.91 – 1.00	Very high correlation

- 4) *Determinant Coefficient*: to see the percentage of social media usage contribution to the vocabulary mastery. In studying a correlation, it is important to discover how much variable X influences the value of variable Y. Thus, computing determinant coefficients is important to see the percentage of social media usage influence on students' Vocabulary Mastery. The following formula was used to calculate it

$$R = r^2 \times 100\%$$

Notes: R = Determination coefficient

r = Correlation coefficient

RESULTS AND DISCUSSION

Descriptive Statistics Analysis.

a) Social Media Usage

Table 2 Descriptive Statistics of Social Media Usage
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Social Media Usage	76	31,00	73,00	104,00	92,8289	8,25653

From Table 2, the range score of the students' use of social media is 31 with the minimum score of 73 and the maximum score of 104. The average score of the data is 92.83 while the standard deviation of 8.25. Using the formula by Azwar (2012), the classification of the students' use of social media can be seen as follows.

Table 3 Classification of Students' Social Media Usage

Score	Classification	Frequency	Percentage
97 - 104	Very High	22	29%
92 - 96	High	9	12%
87 - 91	Average	11	14.4%
82 - 86	Low	24	31.5%
73 - 81	Very Low	10	13.2%
Total		76	100%

Table 3 shows that there are 22 students (29%) on the category of ‘very high’ social media usage, 9 students (12%) on the ‘high’ level of social media usage, 11 (14.4%) on the ‘average’ level of social media usage, 24 students (31.5%) on the ‘low’ level of social media usage, and 10 students (13.2%) on the ‘very low’ level of social media usage. Overall, with the average score of 92.83, it can be inferred that the social media usage level of the fifth semester students of the English Department at Universitas Riau is *High*.

b) Vocabulary Mastery

Table 4 Descriptive Statistics of Vocabulary Mastery

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	76	92,00	8,00	100,00	79,3684	27,02140

Based on Table 4, the range score of the students’ vocabulary mastery is 92.00. The lowest score is 8.00 while the highest one is 100. The mean score of the data is 79.4 while the standard deviation is 27.02. Following the categorization of ability level by Riduwan (2011), the category of the students’ vocabulary mastery can be seen below:

Table 5 Students’ Vocabulary Mastery Category

Score	Classification	Frequency	Percentage
81 – 100	Very Good	54	71.1%
61 – 80	Good	7	9.2%
41 – 60	Mediocre	1	1.3%
21 – 40	Poor	8	10.5%
0 – 20	Very Poor	6	7.9%
Total		76	100%

From Table 5, it can be seen that out of 76 students, 54 students (71.1%) belong to the ‘very good’ level class, 7 students (9.2%) are on the ‘good’ level class, 1 student (1.3%) belong to the ‘mediocre’ level class, and 8 students (10.5%) is on the ‘poor’ vocabulary mastery level class. And there are 6 students (7.9%) on the ‘very poor’ level. With the average score of 79.4, it can be confirmed that the vocabulary mastery of the fifth semester students of the English Department at Universitas Riau is *Good* level.

Correlation Analysis.

a) The Normality Test

The normality test is to ensure that the research samples come from a population with a normal distribution. The basic decision making in normality test is that if the P-value is greater than the α , the data distribution is normal, but if it isn’t, then the distribution of the data is not normal.

Table 6 Normality Test Output

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		76
Normal Parameters^{a,b}	Mean	79,3684
	Std. Deviation	27,02140
Most Extreme Differences	Absolute	,276
	Positive	,223
	Negative	-,276
Test Statistic		,276
Asymp. Sig. (2-tailed)		.200^{c,d}
a. Test distribution is Normal.		

Table 6. shows that the P-value is 0.200, which is greater than the α (0.05). That means the data distribution of the research is declared as *normal*.

b) The Linearity Test

Another requirement in correlation analysis is the linearity test. This test aims to find out whether the relationship between variables is linear or not. Same with normality tests, if the value of deviation from linearity is greater than the α , the relationship between both variables is linear. However, if it is not, then the relationship between both variables is not linear.

Table 7 Linearity Test Output

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary Mastery * The use of Social Media	Between Groups	(Combined)	20990,824	27	777,438	1,10	,373
		Linearity	,007	1	,007	,000	,998
		Deviation from Linearity	20990,817	26	807,339	1,14	.332
	Within Groups		33770,861	48	703,560		
	Total		54761,684	75			

Table 7 exhibits that the value of deviation from linearity is 0.332, which means it is greater than 0.05. Thus, it can be determined that there is a linear relationship between social media usage and vocabulary mastery of the fifth semester students of the English Department at Universitas Riau.

c) The Hypothesis Testing

As specified previously, this study is to discover the correlation between the use of social media and vocabulary mastery of the English Department students. To do so, the data from both variables were statistically computed by using Pearson Product-moment formula through SPSS Statistics 25. The following is the output of the computation of correlation coefficient.

Table 8. The Correlation Analysis

Correlations			
		Social Media Usage	Vocabulary Mastery
Social Media Usage	Pearson Correlation	1	,489*
	Sig. (2-tailed)		,998
	N	76	76
Vocabulary Mastery	Pearson Correlation	,489*	1
	Sig. (2-tailed)	,998	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 8 shows that the correlation coefficient of the students' social media usage and vocabulary mastery is 0.489. According to the correlation level presented by Sugiyono (2009), this value is in the range of moderate level. Also, following correlation category by Fenton and Nail (2012), the correlation coefficient is categorized as positive, as it is greater than 0 and closer to +1. This means the two variables move in the same direction; the higher students' social media usage, the better their English vocabulary mastery and vice versa. Owing to this, the null hypothesis is rejected because it can be ascertained that there is a *moderately significant and positive correlation* between social media usage and vocabulary mastery of the fifth semester students of the English Department at Universitas Riau.

d) The Coefficient Determinant

After testing the hypothesis and finding the correlation, finding the coefficient of determination is also important. The goal of this analysis is to determine how much the students' use of social media affects their vocabulary mastery. The following is the calculation of the coefficient determinant.

$$\begin{aligned}
 R &= r^2 \times 100\% \\
 R &= (0.489)^2 \times 100\% \\
 R &= 0.2391 \times 100\% \\
 \mathbf{R} &= \mathbf{23.91\%}
 \end{aligned}$$

The results of the calculation is 23.91%, indicating that social media usage has twenty-four percent (24%) contribution to English vocabulary mastery of the fifth semester students of the English department at Universitas Riau. As a result, it can be

claimed that the other seventy-six percent (76%) of the students' vocabulary mastery is influenced by other factors.

DISCUSSION

After analysing the research data, a discussion is provided in order to address the research question that was posed in the first chapter. The discussion is divided into two parts. The data from each variable are briefly summarized in the first part while the correlation analysis and conclusion are presented in the second.

The first variable of the research is the use of social media by the students. As presented in Table 2, the students' social media usage is classified as *high*. They are highly active on using social media. This is actually not very surprising, for the internet has become a necessity of people these days, particularly for young adults (Tezer & Yilidz, 2017; Abi-Jaoude et al., 2020). According to Rideout and Robb (2018), it is estimated that 89% of young people between the ages of 13 and 17 own a smartphone, and 75% of them are active on social media on a daily basis. This is similar to the finding of the study by Kolhar et al. (2021) which also shows that the majority of university students use social media every day, for at least six hours a day. This clearly indicates that using social media has become a common habit among people in today's society.

Then the second variable is the students' vocabulary mastery. From Table 4.16, the students' vocabulary mastery is categorized as *good* or in other words, they have *good* English vocabulary mastery. Meanwhile for the hypothesis testing, the results rejected the null hypothesis, and revealed that there is a *moderate* and *positive* correlation between the students' use of social media and their vocabulary mastery. This implies that there is a parallel movement of both variables; the higher students' social media use is, the better their English vocabulary mastery will be and vice versa.

This inference supports previous studies that have also discovered similar findings. As known, over the years there have been numerous studies about the usage, function, significance, and efficiency of social media for language learning (Nabilla et al., 2022). Concerning vocabulary learning, a research by Khan et al. (2016) and Kurniawan (2019) discovered that social media have a quite positive impact on it. The reason is because social media can provoke students' interest since they present vocabulary in simple yet varied formats, like text, videos, songs, and pictures. Kamal (2019), for instance, found an improvement of students' vocabulary knowledge after learning with Instagram. Additionally, Flores-González et al. (2019) discovered a better development of students' English skills; not just vocabulary, after learning via Facebook. Similarly, Gracella and Nur (2020) stated that YouTube enables students to overcome barriers in learning English skills (Wang & Chen, 2020; Syafiq et al., 2021) and vocabulary (Kabooha & Elyas, 2018). In contrast, a study by Dehghan et al. (2017) found an opposite result; there was no relevant correlation between learners who study using social media and those who studied conventionally. They claimed that although social media offers useful opportunities for teaching and learning English, it still shouldn't be considered as being superior to classroom instruction. Teachers should always pick and plan carefully first if they decide to teach English, especially vocabulary, using technology devices.

In addition, the majority of English students actually learn their vocabulary through social media in a process known as incidental vocabulary learning (Hatch &

Brown, 1995). This is the type of learning that occurs naturally when students attempt to comprehend new words from what they hear or read in contexts. In short, they 'accidentally' and naturally pick up new words even when they don't mean to (Nabilla et al., 2022). English students frequently come across a lot of English words while browsing Instagram, YouTube, or other social media platforms, and if they were interested, they would attempt to derive the meanings from the context, and then memorize the words. As maintained by Napitupulu (2013) and Anwas et al. (2020), those who use social media regularly have a better likelihood to inadvertently have superior language skills. This is because social media has suitable characteristics for language learning, such as being accessible, appealing, meaningful, and contextual (Zarei, 2009).

Furthermore, the result of the determinant coefficient (R square) of the correlation indicates that the students' use of social media usage has 24% contributions to their vocabulary mastery. For this reason, it can be determined that the other 76% of the students' vocabulary mastery is contributed by other factors. These other factors influencing vocabulary learnability are generally classified into two categories: intralexical and extralexical factors (Laufer, 1997).

In summary, this research discovered that there is a moderately significant and positive correlation between the use social media and English vocabulary mastery of the fifth semester students of the English Study program Universitas Riau, with the result of the determinant coefficient (R square) of the correlation indicates that the students' use of social media usage has 24% contributions to their vocabulary mastery and the other 76% by other factors.

CONCLUSION AND SUGGESTION

Conclusion

Having conducted the research, several conclusions can be reached. First, the questionnaire results showed that the use of social media of the fifth semester students of the English Department at Universitas Riau is high. In short, the students are highly active on their social media. Second, the vocabulary test results revealed that the English vocabulary mastery of the fifth semester students of the English Department at Universitas Riau is good. In brief, the students have good English vocabulary mastery. Lastly, because the correlation coefficient found is 0.489, the null hypothesis is then rejected, and it can be confirmed that there is a moderately significant and positive correlation between the students' use of social media and their vocabulary mastery. In addition, the writer found the determinant coefficient to be 0.239, indicating that the students' use of social media influences their vocabulary mastery by 24%, leaving the other 76% to other factors.

Suggestion

With these conclusions in hand, the writer would like to offer some suggestions to English teachers, students, and researchers.

1. English Teachers

The writer encourages English teachers to start using social media platforms as a teaching tool. Using social media is found to be handy to boost students' motivation and engagement during the teaching and learning process. Additionally, social media's features—like being timely, straightforward, understandable, and contextual—make it simpler for students to receive knowledge and memorize it, particularly for new English vocabulary.

2. English Students

The writer urges English students to start using social media sensibly and effectively. In addition to being a great source of fun, social media can also be a terrific resource for students to learn numerous subjects, including English vocabulary. With social media, students can learn vocabulary in a pleasant, easy, yet productive way.

3. Other Researchers

As for other researchers, the writer would like to suggest them to carry out more research on how social media is used or serves other aspects of English learning. Besides vocabulary mastery, English learners also need to master a variety of other elements such as phonology, grammar, semantics, etc., in order to become fluent with the language. Given the flexibility and adaptability of social media to all kinds of learning styles, there are still many fascinating areas of English that can be explored and investigated by further researchers

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