



**THE ROLE OF SOCIAL MEDIA TOWARDS THE  
ENGLISH VOCABULARY ACQUISITION  
FOR THE STUDENTS OF SMK N 7 SEMARANG**

**(A Case Study Research of the Tenth and Eleventh Grade Students of SMK  
N 7 Semarang Academic Year 2018/2019)**

A final project  
Submitted in Partial Fulfillment of the Requirements  
For the Degree of *Sarjana Pendidikan*  
in English

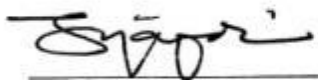




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## APPROVAL

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## **DECLARATION OF ORIGINALITY**

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Semarang, October 2019



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## MOTTO AND DEDICATION

“A little difference is better than a little betterment”

**(Pandji Pragiwaksono)**

“There are things you can't see unless you change your standing.”

**(Trafalgar D Water Law)**

“Allah will not change the condition of a people until they change what is in themselves”

**(Q.S. Ar Ra'd [13]: 11)**

*This final project is dedicated to:*

*The world's best couple of parents,*

*Mr. Muhammad Saugi and Mrs. Sri Mulyati*

*The all-time arguing sisters,*

*Dhivya Maulida and Amelia Shafira*

*My band of brothers,*

*Ace, Syukron, Fahrezi, Adit, Bolang, and  
Lana*

*My campus life mentors and partners,*

*Sadam, Aris, Yoga, Solah, Soni, Bagas, and*

*Rifa'i (Alm)*

*And last but not least, my past, my present  
and hopefully my future,*

*Eka Dewi Farhani*

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## ABSTRACT

Kurniawan, Rizky. 2019. *The Role of Social Media towards the English Vocabulary Acquisition for the Students of SMK Negeri 7 Semarang. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang*. Advisor: Alief Noor Farida, S. Pd., M. Pd.

**Keywords:** vocabulary acquisition, social media, students' activeness

The purposes of this research were to explain the extent of social media's roles towards students' English vocabulary acquisition and also to describe the role of social media towards students' vocabulary acquisition regarding their respective social media usage. It uses the case study method. The data which were needed for this research were gathered from questionnaire and vocabulary test. The data gathered from the questionnaire were then analyzed using data percentage method and social media activeness classification method from Nuraini (2011). Those methods were done in order to classify the students according to their social media activeness. Meanwhile, the data which were gathered from the vocabulary test were analyzed using data mean method to find out the students average vocabulary score and the comparison between their social media activeness and vocabulary score average.

The research shows that there were score differences between students with different level of social media activeness. Most of the students with higher social media activeness were able to get better vocabulary score than those with the lower social media activeness, though there were some students with lower social media activeness that could achieve better score than those who were highly active. The condition shows that social media have their role in students' vocabulary acquisition. As the researcher, I suggest that both EFL teachers and students try to use social media as the media of language learning.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, statement of the hypothesis, significance of the study, definition of key terms, limitation of the study, and the outline of the final project.

### **1.1 Background of the Study**

People use language to express their ideas, opinions and thoughts. So does English as the foreign language in Indonesia, it is used as a medium to express ideas, opinions, and thoughts when it is needed. As we know, English as a language has four basic skills that must be learned to provide decent communication ability. However, there are also some aspects that have to be learned such as grammar, vocabulary, pronunciation, etc., so we can assure better ability in English communication.

Based on my experience, my vocabulary acquisition is affected by many factors. I started to learn English when I was still a toddler through movies and songs that were watched by my father, my aunt, or my uncle. On the later years, I acquired my English skills and vocabulary by reading text and listening to particular English dialogues. Then, after I went to my fifth grade of elementary school, I started to apply the English skills that I had into video games, and I continued to apply it in social media when I was eighth years old. After that, social media started to be one of my external sources of learning English and a

place for me to develop my English skills especially in communicating with people from foreign country.

Vocabulary is one of those essential components in second language learning. The main idea is that without enough vocabulary, neither the English language learners can comprehend written or spoken texts nor can convey messages to others. According to Harmer (2007), vocabulary is the core of language; he further suggests that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Thornbury (2002) believes that if learners spend a great amount of time studying grammar, they will not be able to make much progress in their language learning, but learning more vocabulary and phrases will help them make more improvement as they can say very little with grammar, but you can almost communicate everything with words.

Seeing the reality of the teenagers today, they spend their time playing gadgets rather than learning and doing tasks. It is certainly very worrying. They have a wide variety of social media applications for their gadgets. They always try to follow the trends and the development of the era. They prefer holding the gadgets instead of reading a book. They do not care about how much time they spend to play with gadgets. Moreover, internet services make it easier for them to access social media wherever they are.

This phenomenon should be observed as another point of view. This habit should be changed into something that is more valuable. According to Dudeney & Hockly (2007), younger learners were near with technology and it was a part of

their lives. The utilization of technology is the media to take the outside world into the classroom. Technology can be applied to the classroom. Social media can be used as the learning media for the students. As a result, they will feel closer to their world. They will look at new ways of learning and will be interested to get started. Social media can be used as a study buddy for them. In line with this, Richardson in Balcikanli (2015) who has a thought as follows :

Social media offers the following: new opportunities for learners to take control of their own learning and to access their own customized information, resources, tools and services, more collaborative ways of working, community creation, dialogue and sharing knowledge, a setting for learner achievements to attract an authentic audience.

Social media is basically a media which is used through various electronic devices and rechargeable devices like mobile phone, computer, tablets, and so many other ways to facilitate the people while sharing their ideas with others in an easy and systematic way. It is used mostly for communication and awareness around the world. Social media is useful in communication and sharing of knowledge because it reaches frequency usability, and facilitates the users as compare to other sources. Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new texts and phrases to improve their vocabulary. In our country, teaching of English is based on three elements; skills, vocabulary and structure. The new techniques of teaching English as a foreign language are based on the belief that in the learning of a language mastery of structures is more important than acquisition of vocabulary. However we cannot learn structure in vacuum and there must be sufficient



vocabulary to operate them. It thus becomes evident that for learning a language one has to master its essential vocabulary as well as its basic structure.

If vocabulary is at the heart of language learning, social media are the main tackles of modern communication. Social media has become a part of people's lifestyle that cannot be put aside. The vast usage of social media and its correlation towards language development are things that we can recognize.

SMK Negeri 7 (STM Pembangunan) Semarang is a school that is known as one of the best high schools in Central Java. With a total of 9 departments, 76 classes and almost 2700 students, this school is considered as the biggest vocational high school in Semarang with a lot of achievement either in academic or non-academic fields. The use of English is emphasized as one of the ways in improving students' capability in international language. Many programs such as Stemba English Club, active English communication, TOEIC course and institutional test, etc. are the proofs of this school's strong will in developing students' English skills. Thus, there are a lot of achievements that the students' acquire in English subjects such as the winner of Central Java English Debate Competition for many times, the winner of English Drama Competition in 2013, the winner of Erlangga English Speech Contest Central Java 2018 and many more. Those are the factors that motivate me to do my research in this school.

Based on the background above, I would like to find out any correlation between students activeness in social media, in this case are Facebook, Instagram, and Twitter and their English vocabulary acquisition. The findings of this research

expectantly could give contribution in the field of language teaching, learning, and use of multimedia technology knowledge.

## **1.2 Reasons for Choosing the Topic**

I chose the topic “The Role of Social Media towards the English Vocabulary Acquisition of the Students of SMK Negeri 7 Semarang”, with following reasons:

Talking about the role of something towards people’s vocabulary acquisition, it might be a wide aspect of study because many things can be a factor of English vocabulary acquisition. Things like books, magazines, newspapers were some means of vocabulary acquisition media in the earlier time. As the time goes, audio visual media such as recording tape, video, and television became a new media of vocabulary learning since it attracted more attention especially for children and teenagers. Now, social media becomes the most accessed lifestyle media, and thus it now becomes one of the vocabulary learning media.

People nowadays cannot hinder themselves from social media such as Facebook and Instagram every day, whether they use them as tools of entertainment, source of information, daily communication platforms or even business media. Therefore, I believe that social media have roles towards people’s English vocabulary acquisition. This research will show the correlation between social media activeness and vocabulary acquisition, whether they affect each other or not and how far they affect each other.

Vocabulary is considered as one of the most important elements in every language including English. It is almost impossible for someone to acquire ability in English without dealing with the vocabulary. Many sources can be applied in

terms of learning English vocabulary, such as spoken words, books, videos, pictures, etc. Moreover, people can learn English unconsciously by dealing with new words and their meanings in daily life through many sources such as social media

I choose the students of SMK Negeri 7 Semarang as the research subject because they are on the average age of social media users in Indonesia, who are around 26 million active users according to a research from wearesocial.com in 2015, and the number might increase this time. Moreover according to my own experience, social media was one of the teaching tools used by the English teachers at SMK Negeri 7 Semarang. Some teachers use social media as their source of discussion, some others use them as communication media with their students. Thus, it is reasonable that I choose the students of SMK Negeri 7 Semarang as my research subject.

### **1.3 Statements of the Problem**

The problems will be discussed in this study are as follows:

- (1) Does social media affect students' English vocabulary acquisition?
- (2) What is the role of social media towards students' English vocabulary acquisition regarding their respective social media usage?

### **1.4 Objectives of the Study**

The purposes of the study are:

- (1) to explain the extent of social media's roles towards students' English vocabulary acquisition.

(2) to describe the role of social media towards students' vocabulary acquisition regarding their respective social media usage.

### **1.5 Statement of Hypothesis**

In studying the topic, there will be two hypotheses. The first one is the working hypothesis. This hypothesis says that the students' ability in English vocabulary acquisition is affected by how active they are in social media.

The second one is the null hypothesis. This hypothesis says that the students' ability in English vocabulary acquisition is not affected by how active they are in social media.

### **1.6 Significance of the Study**

The role of social media towards the vocabulary acquisition of the students of SMK Negeri 7 Semarang is explained so that theoretically it will give the readers information about the correlation between social media and students' vocabulary acquisition. Thus, we can have deeper understanding towards the discussed matters.

Practically, this research will show us a glimpse of how social media affects students' vocabulary acquisition. In addition, this information can be applied to any improvements of social media awareness.

Pedagogically, this research can be a reference for teachers and students alike in terms of developing social media as the media of vocabulary teaching and learning. By that, the process of teaching and learning vocabulary can be varied more, so it will be more interesting and actual.

## **1.7 Definition of Key Terms**

Researchers define terms so that readers can understand their precise meaning (Creswell, 2009). In this research, definition of key term is needed as it is able to provide some limitation of the terms which are being studied, help readers in understanding the content of the research, avoid misinterpretation and limiting the problems.

### **(1) Incidental Vocabulary Acquisition**

Incidental vocabulary acquisition is the way in which people learn English vocabulary without the intention of doing so. It can happen through reading and listening. The acquired vocabularies are considered as a by-product of doing or learning something else.

### **(2) Social Media**

Social media is a computer-based technology that facilitates the sharing of ideas and information and the building of virtual networks and communities. By design, social media is internet based and offers users easy electronic communication of personal information and other content, such as videos and photos. Users engage with social media via computer, tablet or smartphone via web-based software or web application, often utilize it for messaging.

## **1.8 Limitation of the Study**

It is important to note the methodological limitations of the studies involved in this research. An important limitation in this research is the subjects' activeness in social media, especially Facebook and Instagram. The subjects of the research are 70 students of SMK Negeri 7 Semarang from the tenth and eleventh grades and no

control group provided. The data collection method are in form of questionnaire and vocabulary quiz without any treatment so the result will show the pure relation between students' activeness in Facebook and Instagram and their English vocabulary acquisition.

### **1.9 The Outline of the Final Project**

This final project consists of five chapters. Chapter I consists of background of the study, reasons for choosing topic, statements of the problem, objectives of the study, statement of the hypothesis, significance of the study, definition of key terms, limitation of the study, and the outline of the final project. Chapter II presents the review of the related literature. It covers the review of the previous studies, review of the theoretical study, and the theoretical framework. Chapter III presents the research methodology. This chapter deals research design, object of the study, subjects, population and sample of the research, research variables, hypotheses, instrument for collecting data, procedures of collecting data, and method of analysing data. Chapter IV discusses the result of the study in detail based on the research findings. Chapter V is the conclusions and suggestions. This chapter concludes the study and provides suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature of the study. It is divided into three parts which are review of the previous studies, theoretical review, and theoretical framework. The review of previous studies talks about some related studies which have similarities and differences that can support this study as my references. The second part is the review of theoretical studies. This part discusses about the related theory of this study which ever discussed and it will be helpful in understanding about the present study. The last is the theoretical framework which elaborates the understanding of these general ideas.

#### **2.1. Review of the Previous Studies**

The focus of this study is to find out the role of social media towards student's ability in acquiring English vocabulary. It is understandable that English has already become one of the most important languages that should be learned in order to achieve the higher communication ability. In Indonesia, English is considered as one of the essential subjects that is started to be taught since junior high school. In learning English, vocabulary is one of the aspects that should be mastered early as the very base of understanding the language. Thus, vocabulary acquisition is imperative for students because without proper ability in vocabulary acquisition they will be caught in a pinch in learning English. In addition, a good vocabulary acquisition skill will help people in delivering their ideas to others and also accepting what others tell them. Nevertheless, most of students still think that

learning English vocabulary is boring and inflexible, while the fact might differ. There are a lot of ways in learning English vocabulary intentionally or accidentally, and one of them is through social media. This research will define the roles of social media towards students' English vocabulary acquisition. There are a number of research studies related to the theory of vocabulary acquisition, the means and also the accidental learning from social media. They are described as the followings.

The correlation between social media and English learning have been a question for some experts since the beginning of its era. The role of social media towards the linguistics aspects has become an interest to some researchers. Suthiwartnarueput and Wasanasomsithi (2012), Ariana and Mirabella (2014), Kabooha and Elyas (2015), Khan (2015), Bouhami (2016), Al Mubarak (2016), Dewi (2017), Li (2017), and Dehghan, Rezvani and Fazeli (2017) are the ones that put the relation between social media and language as their research object. Their studies have the similar objective that is to find out whether social media have roles towards students' English skill and aspects. Those studies were conducted at various level of education. Most of those studies are qualitative research, and only one that is included as quantitative. The research methods are varies, but most of them are questionnaire. Yet, those studies did not have same social media or English skills and aspects. The outcome of those studies presented that social media might have roles towards students' English skills and aspects, especially in vocabulary. Kabooha and Elyas (2015), Bouhami (2016), Al Mubarak (2016) and Li (2017) used questionnaire instrument and showed that the students who are



actively involved in social media tended to have higher skills in English especially in vocabulary.

In a specific matter of linguistics aspects, which is vocabulary, there are some researchers that aim to find out the factors or learning techniques that are influencing students' vocabulary acquisition. Intani (2012), Annisa and Rohani, (2015) Chikmahwati (2013), Indriarti, (2014), Nasution, (2014), and Trihandayani and Sofwan (2016) conducted researches of vocabulary acquisition and the factors affecting it.

Furthermore, some researchers believe that certain learning method and media give significant effect towards vocabulary acquisition. Nilawati (2008), Yulianti (2012), and Inayati (2015) focused on what method of teaching that can improve students' vocabulary acquisition. They focused on the classroom activities that might enhance students' vocabulary acquisition. Meanwhile, Baird and Fisher (2005), Cunliffe, Moris and Prys (2013), Cabrejas-Penuelas (2013), Kay et al. (2014), Mingle and Adams (2015), Eren, (2015), Atmawati (2015), and Anankulladetch (2017) focused on how social media affect students' ability in English, especially in vocabulary. Additionally, Cunliffe, Morris and Prys (2013) stated that not only social media affects how people familiarize foreign language but social media is also affected by how the language works, in this case how Welsh is used as the communication language on Facebook. Moreover, Baird and Fisher (2005) found out that even with the most basic form of networking media such as blogs and podcasts the improvement of English skills and aspects is almost the same with the new forms of social media.

In the more focused matter, some researchers studied the correlation between social media and the English linguistics skills and aspects of students. For example, Samano (2014), Khan (2015), Inayati (2015), Sallahu-Rashiti (2016), and Mensah and Nizam (2016) conducted researches about the improvement of the discussed topic in the level of university students. Their researches were focused on how social media is applied as the source of English learning for ESL students outside their class. According to Samano (2014), social media has to be thought as a whole set of tools rather than individual effortless and isolated mechanism. Community managers' work interconnected with all their tools (Facebook, Twitter, YouTube, Google+, Whatsapp, Telegram, Skype, etc.) to create affective communication and achieve their goals. Sallahu-Rashiti (2016) stated that social media is considered to be a great source of materials which teachers may adapt in their English classes. Teaching with social media is a modern way of teaching that is one of the most preferred learning styles by the teenagers. Social media has great features which may be very useful for the English teachers. If they would include it in the process of English teaching, the teaching and learning of English would be easier, colorful, interesting, and unlimited.

In line with them, the indirect effect of social media towards the learning process of teenagers in the age of senior high school was also studied by Napitupulu (2013), Refri (2013) and Anankulladetch (2017). The researches from Napitupulu (2013) and Refri (2013) showed that students who actively accessed social media tended to have more capability in accidental language learning,

although both of them studied the different subject. Anankulladetch (2017) conducted a research to identify the English as a Second Language (ESL) students' experience in the classroom facilitated by using a social media platform. Specifically, a quasi-experimental quantitative research design was used to determine the impact of social media on ESL students' learning performance. Data analysis revealed a statistically significant difference between the mean scores on the post-tests between the two groups (i.e., treatment and control). It means that the students in the treatment group demonstrated greater perception of engagement and improved upon their learning performance more than the students who did not receive the social media intervention.

In terms of social media, YouTube as one of the biggest social media nowadays also becomes an interest for researchers. For example, Zuhri (2015) used YouTube in his research as the media in teaching English skills. YouTube can facilitate learners to improve their four English language skills. According to Zuhri's research, YouTube has many advantages in teaching and learning English. The first is that learners can access learning materials twenty four hours a day, means that learners can access learning materials as long as they can connect to the internet. The second advantage is that learners can find out various materials of learning four language skills with various difficulties from the easiest one to the most complex learning level. The third advantage from using YouTube as English learning media is that it demands learners to become independent learners. It is suitable with reality that English is a foreign language in Indonesia.

Another type of social media, which is Facebook, also attracts the curiosity of some researchers. Suthiwartnarueput and Wasanasomsithi (2012) explored the effects of using Facebook as a medium for grammar and writing discussions of low-intermediate EFL students. The data were collected from the students' utterances asking for explanations about English grammar and writing that were posted on Facebook, their gain scores in the pre-test and post-test, and interview responses. The findings showed a statistically significant difference between the mean scores of the pre-test and the post-test ( $t = 6.65$ ,  $p = 0.00$ ). Most common topics of discussion involved sentence structures, followed by word meanings, parts of speech and then relative clauses. It was found that English grammar was worth promoting for discussions on Facebook because there were correlations between the gain scores in the grammar and writing parts at the significant levels ( $r = 0.399$  in the pre-test and  $r = 0.859$  in the post-test). The students also had positive attitudes toward using Facebook as a means of learning grammar and writing. As an alternative learning tool, Facebook provided them a convenient and attractive means to engage in discussions with the teacher and other users who had better grammatical knowledge.

Messenger-based social media such as WhatsApp also attracts the attention of language researchers. Dehghan, Rezvani and Fazeli (2017) aimed at exploring the use of WhatsApp in instructing new vocabularies in a foreign language, and then comparing these results with the traditional methods of teaching L2 vocabulary. For this purpose, two groups of EFL learners studying English in an English institute were chosen. The results of a pre-test showed no significant

difference between the two groups. One group received all the instruction of new L2 vocabulary from their textbook via WhatsApp while the second were taught through the traditional face-to-face instruction in the classroom. A researcher-made vocabulary test was used to compare the groups. The results of the independent samples t-test showed no significant difference between the technology-based and the traditional groups. Some reasons are discussed for these results. Finally, suggestions are provided for future research as well as teachers interested in utilizing such social media in their language classes.

A more focused research in defining the relation between social media and students' vocabulary acquisition is also done by Bouhami (2016). His research attempted to investigate the impact of using social media to improve vocabulary knowledge for the second year EFL students of the English division at Mila University. The research method was descriptive method. As a first step the writer hypothesized that social media would be an aid for students to improve their vocabulary, and those who learn vocabulary through social media would be more encouraged to develop their vocabulary knowledge than those who do not use it. This research consisted of an introductory chapter that gives general information about vocabulary. The second chapter talks about the main aspects of social media and its relation to learning and teaching vocabulary. The last chapter consists of three means of research: teachers' interview, student's questionnaire and an audio-visual survey administered to different students. The last research will be the main reference of this research. It talks about the similar matter to my research with different subjects and environment.

This research refers to those previous studies above with notable differences. The first is that this research covers the visible role of social media towards students' vocabulary, while most of the researches above focused on how to apply social media as a mean of vocabulary learning. Another gap between this research and the referred researches above is that this research focused on the social media activeness of the vocational high school students while the other researches mostly took university students as their subjects, and this might bring significant differences since both subject parties have their own conditions that might affect the results of the researches.

## **2.2. Review of Theoretical Studies**

This section consists of the general concept of vocabulary, the role of social media in language learning and motivational aspect in Second Language Acquisition. Those are the important matters that will be discussed in this research.

### ***2.2.1 General Concept of Vocabulary***

Some issues discussed in this part about the general concept of vocabulary are the experts' explanation of vocabulary and incidental vocabulary learning. The first part will talk about how experts talk about vocabulary, and the second one will talk about how people learn vocabulary by chance.

#### ***2.2.1.1. Experts' Explanation of Vocabulary***

Istikoyati (2003) referred to some experts in defining vocabulary. The first one was stated by Hornby (1974), who said that vocabulary is range of words known to or used by a person in a trade, profession, etc. The second one was from Webster (1989) that is vocabulary is a sum of stock words employed by language,

group, individual, or in work in relation to a subject. To sum up these definitions, vocabulary can be described as a list of words used by individual or a group which have cultural meaning and it is in the active form used by a person to encode his ideas.

#### (1) The importance of vocabulary

Thornbury (2002) states that all languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent language. Vocabulary is an essential part of language. Laufer (1997) argues for the fact that vocabulary learning is at the heart of any language learning and language use. This exactly is including with English, the more words we know in English, the more we will be able to understand what we hear and read; and the better we will be able to say what we want to when speaking or writing. Wilkins in Thornbury (2002) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

#### (2) Knowing a word

According to Thornbury (2002), at the most basic level, knowing a word means knowing about its meaning and form where we are able not only to understand its dictionary meaning (or meanings), but also to use it in a sentence or conversation by knowing its form. This action involves both receptive and productive knowledge.

#### (3) The meaning of remembering a word

To achieve kind of outcomes, learners need not only to learn a lot of words, but to remember them. In fact, learning is remembering. Thornbury (2002) states that

unlike the learning of grammar, which is essentially a rule-based system, vocabulary is largely a question of accumulating individual items. The question of how words are remembered then leads us into questions about memory: how does memory work? And what are the implications for teaching vocabulary?

According to Thornbury (2002), the workings of memory customarily distinguish between the following systems: the short-term store, working memory and long-term memory

The short-term store is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. For example, when we repeat a word that we have just heard the teacher modelling. But successful vocabulary learning clearly involves more than simply holding words in our mind for a few seconds. For words to be integrated into long term memory they need to be subjected to different kind of operation.

Working memory is a kind of work bench, where information is first placed, studied, and moved about before being field away for later retrieval. Material remains in working memory for about twenty seconds. Meanwhile, long-term memory is a kind of filling system which differ with working memory, which has limited capacity and permanent content, long-term memory has an enormous capacity, and its contents are durable over time. The discussion about information processing theory will also be presented in this chapter.

#### (4) Forgetting word

Even with the best will in the world, there is still probability for learners to forget words. Thornbury (2002) states that as a rule, forgetting is rapid at first, but



gradually slows down. This is true in both the short term (e.g. from lesson to lesson) and in long term (e.g. after a whole course). There are two factors determine retention. The first is that words that easy to learn are better retained. The second is that words that learned over spaced learning sessions are retained better than words that are learned in concentrated bursts.

Thornbury also states that forgetting may be caused both by interference from subsequent learning and by insufficient recycling. Interference in this case is more familiar with the symptoms of “overload”. It happens when the price of learning new language items is forgetting the old ones. The new words have the effect of “overwriting” the previously learned material. University students who have limited access towards English might forget what they have learned during their study in junior and senior high schools. These might be caused by the factors above.

Thornbury suggests one way as a remedy against forgetting, it is called recycling. To reduce forgetting, learners may do review of the learned material. But it is not enough simply to repeat words, or to re-encounter them in their original context. Much better is to recycle them in poo.

#### *2.2.1.2. Incidental Vocabulary Learning*

As it has been stated before, vocabulary is the important part of language. It is an essential means in conducting communication. The more we master vocabulary, the easier we express our ideas. Vocabulary also plays important role in developing the four language skills as it is stated by Tarigan in Istikoyati (2003), the quality of language skill possessed by someone depends on the quality and

quantity of the vocabulary mastery. The more he masters vocabulary the better he uses the language skills.

According to Hatch and Brown (1985) in Istikoyati (2003), vocabulary learning can be divided into two types, namely incidental learning and intentional learning. Incidental vocabulary learning according to Wesche and Paribakht (2009) refers to the process in which learners focus on comprehending meaning of reading and listening contexts rather on explicit goal of learning new words and acquire vocabulary only as a “by-product”; while intentional vocabulary learning means the focal attention of vocabulary learning. Incidental vocabulary is learnt as a by-product of another activity, such as reading or communication, without the learner’s conscious decision, or intention to learn the words.

Laufer and Hulstjin (2001) distinguish two types of incidental vocabulary learning. The first one is that learners are typically required to perform a task involving the processing of some information (referring to vocabulary in incidental vocabulary learning) and do not intend to commit this information to memory. They are not told in advance that they will be tested afterwards on their recall of the information. In contrast, in intentional learning situation, learners intend to commit the processed information to memory and they are told in advance that their recall will be tested afterwards. The second type of incidental learning, in more general and educational situation, refers to the learning without an intent to learn when the learners primary objective is to do something else, e.g. to communicate.

Based on the explanations above, we can conclude that incidental vocabulary learning is learning vocabulary without any intention to learn. The acquired vocabularies are considered by-products from doing something else. The focus is not on learning the vocabulary itself, but rather on the activity which provides learners with input of second language.

Below are some steps in learning vocabulary stated by Hatch and Brown in Istikoyati (2003). The first one is that the learners have to find sources for encountering new words. After that, they need to understand the word form. Next, learners have to understand the word meaning. Then, the learners need to consolidate word form and meaning in memory. The last step is the learners have to use the learned word.

Incidental learning proposed in this research involves the above steps of learning vocabulary. Subjects are provided with input or sources for encountering new words in form of social media vocabulary. While they are using social media in English, they find words in English, trying to guess the meaning, understanding the forms and holding the words in their mind or memory.

### ***2.2.2 The General Concept of Social Media***

Social media is identical with the use of internet. According to Poore (2016), social media could be defined as all of the forms of digital technology that were used to communicate and share the information using the internet connection.

Dixon (2012) also stated that social media is a process of transforming one-way communication into an interactive online dialogue using the web-based technologies. Moreover, the definition of social media according to White, King,

and Tsang (2011) is a phenomenon that allowed people to connect, share, collaborate, and communicate with each other.

From the definitions above, it can be concluded that social media is an online technology that allows people to connect, share, and collaborate. Path is one of the social media that can be a place to people to connect and share each other.

#### *2.2.2.1 The Benefits of Using Social Media*

Social media will be beneficial if the users can use it properly. It also can be beneficial to increase the English skills of the students. In line with this, Mulyani and Hafizh (2012) stated that along with the development of ICT today, there are many free online media that can be used as media for learning. Tools such as blogs, webpage, social networking system (Friendster, Facebook, Myspace, Yahoo, and etc), and Content Management System (CMS) can be used to help improving English proficiency of the students.

Social media is potential to be implemented in enhancing the skills of English. It has a big role in increasing the education programs. According to Poore (2016), social media was suitable to be used for educators because it was flexible, easy to use, and often very powerful. It focused on doing one thing only (for example, photo sharing, animation, and moments of activities) and it also did that thing well. Social media helps students to learn in more attractive ways.

The benefits of using social media according to Poore (2016) are benefits for intelligence, communication, collaboration, participation, socialization, motivation and administration.

From the previous explanation, social media has many benefits especially in education. It gives intelligence benefits, communication benefits, socialization and motivation benefits, and also flexible to be used. Thus, social media is suitable to be a creative media to improve educational fields.

### ***2.2.3 Introduction about Some Major Social Media***

Regarding to their popularity and existence, there are three major social media that most people access frequently. These three social media considered as the ones that bring major impact and development towards our life.

#### ***2.2.3.1 Facebook***



**Figure 2.1 Facebook Front Page**  
(<https://www.facebook.com/>)

Facebook is a social networking website where users can post comments, share photographs and post links to news or other interesting content on the web, chat live, and watch short-form video. You can even order food on Facebook if that is what you want to do. Shared content can be made publicly accessible, or it can be shared only among a select group of friends or family, or with a single person.

Facebook began in February of 2004 as a school-based social network at Harvard University. It was created by Mark Zuckerberg along with Edward Saverin, both students at the college. It was not until 2006 that Facebook opened

to anyone 13 years or older and took off, rapidly overtaking MySpace as the most popular social network in the world.

Facebook's success can be attributed to its ability to appeal to both people and businesses and its ability to interact with sites around the web by providing a single login that works across multiple sites.

Facebook is user-friendly and open to everyone. Even the least technical-minded people can sign up and begin posting on Facebook. Although it started out as a way to keep in touch or reconnect with long-lost friends, it rapidly became the darling of businesses that were able to closely target an audience and deliver ads directly to the people most likely to want their products or services.

Facebook makes it simple to share photos, text messages, videos, status posts and feelings on Facebook. The site is entertaining and a regular daily stop for many users. Unlike some social network sites, Facebook does not allow adult content. When users transgress and are reported, they are banned from the site. Facebook provides a customizable set of privacy controls, so users can protect their information from getting to third-party individuals.



**Figure 2.2 Facebook's Features**

(<https://hyuz.files.wordpress.com/2010/02/gsh-0553.jpg>)

There are few features that make Facebook so popular. The first is that Facebook allows you to maintain a friends list and choose privacy settings to tailor who can see content on your profile. The second is that Facebook allows you to upload photos and maintain photo albums that can be shared with your friends. Next, Facebook supports interactive online chat and the ability to comment on your friend's profile pages to keep in touch, share information or to say hi. Facebook also supports group pages, fan pages, and business pages that let businesses use Facebook as a vehicle for social media marketing. Then, Facebook's developer network delivers advanced functionality and monetization options. Last but not least, you can stream video live using Facebook Live.

### 2.2.3.2 Instagram



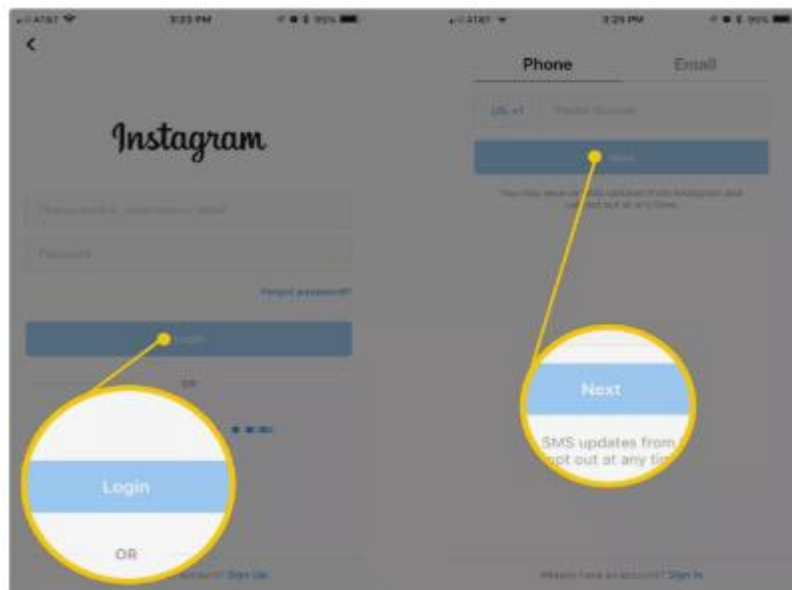
**Figure 2.3 Instagram's Front Page**  
 (<https://www.lifewire.com/what-is-instagram-3486316>)

Instagram is a social networking app made for sharing photos and videos from a smartphone. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and news feed. When you post a photo or video on Instagram, it will be displayed on your profile. Other users who follow you will see your posts in their own feed. Likewise, you'll see posts from other users whom you choose to follow.

It is like a simplified version of Facebook, with an emphasis on mobile use and visual sharing. Just like other social networks, you can interact with other users on Instagram by following them, being followed by them, commenting, liking, tagging and private messaging. You can even save the photos you see on Instagram.



Instagram is available for free on iOS and Android devices. It can also be accessed on the web from a computer, but users can only upload and share photos or videos from their devices. Before you can start using the app, Instagram will ask you to create a free account. You can sign up via your existing Facebook account or by email. All you need is a username and a password.

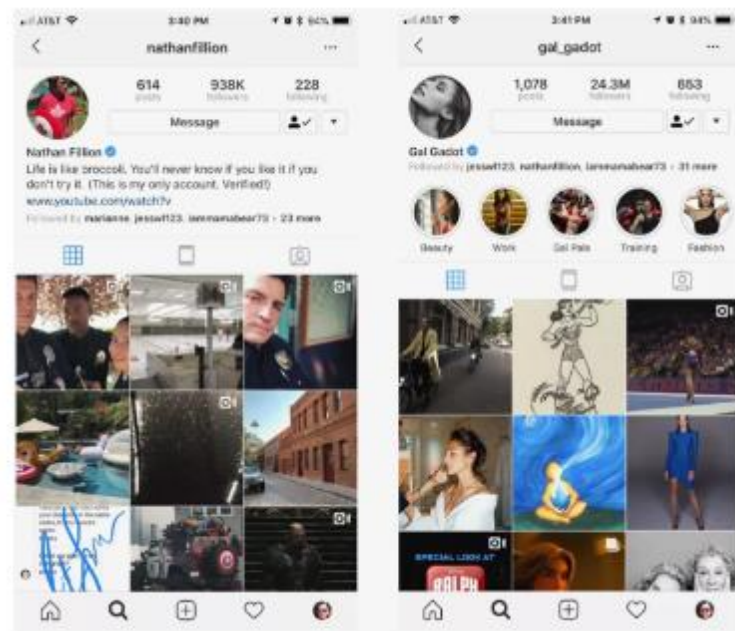


**Figure 2.4 Screenshot of Instagram Sign-up Screens on iPhone**  
(<https://www.lifewire.com/what-is-instagram-3486316>)

You may be asked if you want to follow some friends who are on Instagram in your Facebook network. You can do this right away or skip through the process and come back to it later. It is always a good idea to customize your profile by adding your name, a photo, a short bio and a website link if you have one when you first get on Instagram. When you start following people and looking for people to follow you back, they will want to know who you are and what you are all about.

As previously mentioned, Instagram is all about visual sharing, so everybody's main intention is to share and find only the best photos and videos.

Every user profile has a “Followers” and “Following” count, which represents how many people they follow and how many other users are follow them. Every user profile has a button you can tap to follow them. If a user has their profile set to private, they will need to approve your request first.



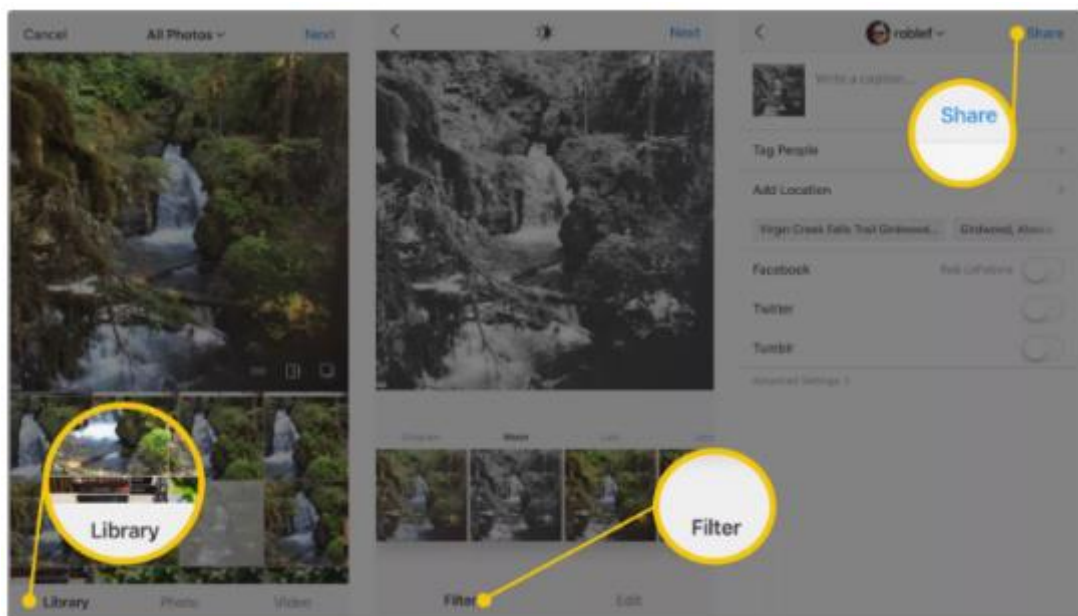
**Figure 2.5 Screenshot of Instagram Accounts of Nathan Fillion and Gal Gadot**  
(<https://www.lifewire.com/what-is-instagram-3486316>)

Keep in mind that when your profile is created and set to public, anyone can find and view your profile, along with all your photos and videos. Learn how to set yours to private if you only want the followers you approve to be able to see your posts. Interacting on posts is fun and easy. You can double tap any post to “like” it or add a comment at the bottom. You can even click the arrow button to share it with someone via direct message.

If you want to find or add more friends or interesting accounts to follow, use the search tab (marked by the magnifying glass icon) to browse through

tailored posts recommended to you. You can also use the search bar at the top to look for specific users or hashtags.

Instagram has come a long way since its early days in terms of posting options. When it was first launched in 2010, users could only post photos through the app and add filters without any extra editing features. Today, you can post either directly through the app or from existing photos/videos on your device. You can also post both photos and videos up to one full minute in length, and you have a whole bunch of extra filter options plus the ability to tweak and edit.



**Figure 2.6 Screenshots of Instagram Photo Sharing and Filter Interface**  
(<https://www.lifewire.com/what-is-instagram-3486316>)

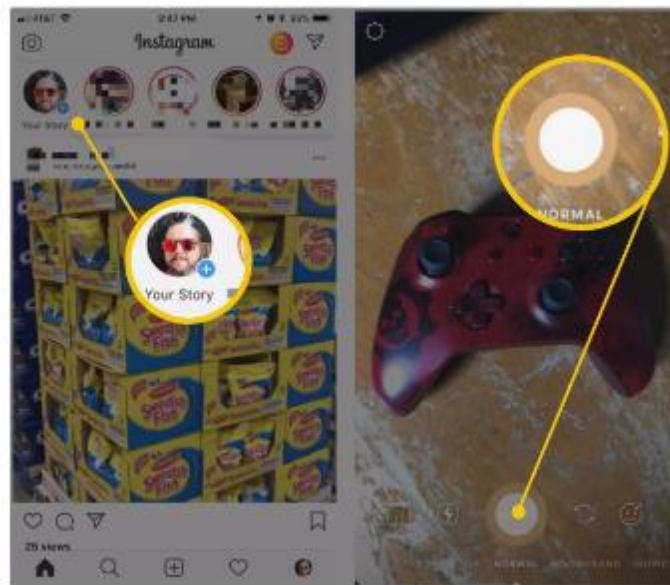
When you tap the middle part of Instagram posting tab, you can select the camera or video icon to let the app know whether you want to post a photo or a video. Capture it through the app, or tap the photo/video preview box to pull up a previously captured one. Instagram has up to 23 filters you can choose to apply to both photos and videos.

By tapping the Edit option at the bottom of the photo editor, you can also apply editing effects that allow you to edit adjustments, brightness, contrast and structure. For videos, you can trim them and select a cover frame. If you want to edit your photo or video within the Instagram app, simply tap the wrench icon and choose a feature from the bottom menu. You can adjust the contrast, warmth, saturation, highlights, shadows, vignette, tilt shift and sharpness.

After you have applied an optional filter and possibly made some edits, you will be taken to a tab where you can fill out a caption, tag other users to it, tag it to a geographical location and simultaneously post it to some of your other social networks. Once it is published, your followers will be able to view it and interact with in their feeds. You can always delete your posts or edit their details after you published them by tapping the three dots at the top.

You can configure your Instagram account to have photos posted on Facebook, Twitter, Tumblr or Flickr. If these sharing configurations are all highlighted, as opposed to remaining gray and inactive, then all of your Instagram photos will automatically be posted to your social networks after you press Share. If you do not want your photo shared on any particular social network, simply tap any one of them so that it is gray and set to off.

Instagram recently introduced its new Stories feature, which is a secondary feed that appears at the very top of your main feed. You can see it marked by little photo bubbles of the users you follow.



**Figure 2.7 Screenshots of Instagram Story Uploading Interface**  
 (<https://www.lifewire.com/what-is-instagram-3486316>)

Tap any one of these bubbles to see that user's story or stories that they published over the last 24 hours. If you are familiar with Snapchat, then you will probably notice how similar Instagram's stories feature is to it. To publish your own story, all you have to do is tap your own photo bubble from the main feed or swipe right on any tab to access the stories camera tab.

### 2.2.3.3 Twitter



**Figure 2.8. Twitter's Homepage**  
 (<https://www.socialmediatoday.com/content/twitter-101-what-twitter-really-about>)

Twitter is online news and social networking site where people communicate in short messages called tweets. Tweeting is sending short messages to anyone who follows you on Twitter, with the hope that your messages are useful and interesting to someone in your audience. Another description of Twitter and tweeting might be microblogging. Some people also use Twitter to discover interesting people and companies online and to follow their tweets for as long as they are interesting.

In addition to its relative novelty, Twitter's big appeal is how rapid and scan-friendly it is: you can track hundreds of interesting twitter users, and read their content with a glance. This is ideal for our modern attention-deficit world. Twitter employs a purposeful message size restriction to keep things scan-friendly: every microblog 'tweet' entry is limited to 280 characters or less. This size cap promotes the focused and clever use of language, which makes tweets very easy to scan, and also very challenging to write well. This size restriction has really made Twitter a popular social tool.

Twitter is very simple to use as broadcaster or receiver. You join with a free account and Twitter name. Then you send broadcasts daily, or even hourly. Go to the 'What's Happening' box, type 280 characters or less, and click 'Tweet'. You will most likely include some kind of hyperlink. To receive Twitter feeds, you simply find someone interesting (celebrities included), and 'follow' them to subscribe to their tweet microblogs. Once a person becomes uninteresting to you, you simply 'unfollow' them. You then choose to read your daily Twitter feeds through any of various Twitter readers.

People send tweets for all sorts of reasons: vanity, attention, shameless self-promotion of their web pages, boredom. The great majority of tweeters do this microblogging as a recreational thing, a chance to shout out to the world and revel in how many people choose to read your stuff. But there is a growing number of Twitter users who send out some really useful content. And that is the real value of Twitter: it provides a stream of quick updates from friends, family, scholars, news journalists, and experts. It empowers people to become amateur journalists of life, describing and sharing something that they found interesting about their day. Yes, that means there is a lot of drivel on Twitter. But at the same time, there is a growing base of really useful news and knowledge content on Twitter. You will need to decide for yourself which content is worth following there.

Among other things, Twitter is a way to learn about the world through another person's eyes. Tweets from people in Thailand as their cities become flooded, tweets from your soldier cousin in Afghanistan who describes his war experiences, tweets from your traveling sister in Europe who shares her daily discoveries online, tweets from a rugby friend at the Rugby World Cup. These microbloggers are all mini-journalists in their own way and Twitter lets them send you a constant stream of updates right from their laptops and smartphones.

Thousands of people advertise their recruiting services, their consulting businesses, their retail stores by using Twitter. And it does work. The modern internet-savvy user is tired of a television advertisement. People today prefer advertising that is faster, less intrusive, and can be turned on or off at will. Twitter

is exactly that. If you learn how the nuances of tweeting work, you can get good advertising results by using Twitter.

Twitter is social media, but it is more than just instant messaging. Twitter is about discovering interesting people around the world. It can also be about building a following of people who are interested in you and your work/hobbies and then providing those followers with some kind of knowledge value every day. Whether you are a hardcore scuba diver who wants to share your Caribbean adventures with other divers, or are Ashton Kutcher entertaining your personal fans: Twitter is a way to maintain a low-maintenance social connection with others, and maybe influence other people in a small way.

Twitter has become one of the most used social media platforms because it is both personal and rapid. Celebrities use Twitter to build a more personal connection with their fans. Katy Perry, Ellen DeGeneres, even President Trump are some famous Twitter users. Their daily updates foster a sense of connectedness with their followers, which are powerful for advertising purposes, and also quite compelling and motivating for the people following the celebs.

Twitter is a blend of instant messaging, blogging, and texting, but with brief content and a very broad audience. If you see yourself a bit of a writer with something to say, then Twitter is definitely a channel worth exploring. If you do not like to write but are curious about a celebrity, a particular hobby topic, or even a long-lost cousin, then Twitter is one way to connect with that person or topic.



#### ***2.2.4 The Role of Social Media in Language Learning***

According to Alipour et al. (2012) in Khan, Ayaz and Faheem (2016), social media plays an important role in vocabulary development of English learners such as facilitating the English learners to learn new words and vocabulary suitable for them in the ability of English language learning. It is easy for English learners as compare to books reading and other text materials, and arouse the interest of English learners towards the English language learning, and the English learners may use social media tools for a long enough period of time without any hesitation or boredom.

Sallahu-Rashiti (2016) stated that with the help of social media English teachers can attend many courses online and this is helping them to get in touch with the techniques and methods that the teachers of English language all over the world are using to have an interesting and effective teaching. Social media is considered to be a great source of materials which teachers may adapt in their English classes. Teaching with social media is a modern way of teaching that is one of the most preferred learning styles by the teenagers.

Below are some relevant theories indicate the potential effect of social media on language learning according to Yan-dong & Cai-fen (2007) in Zarei (2009):

(1) Krashen's second language acquisition theory

According to Krashen in Ellis (1997), L2 acquisition depends on comprehensible input. He suggests that the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication.

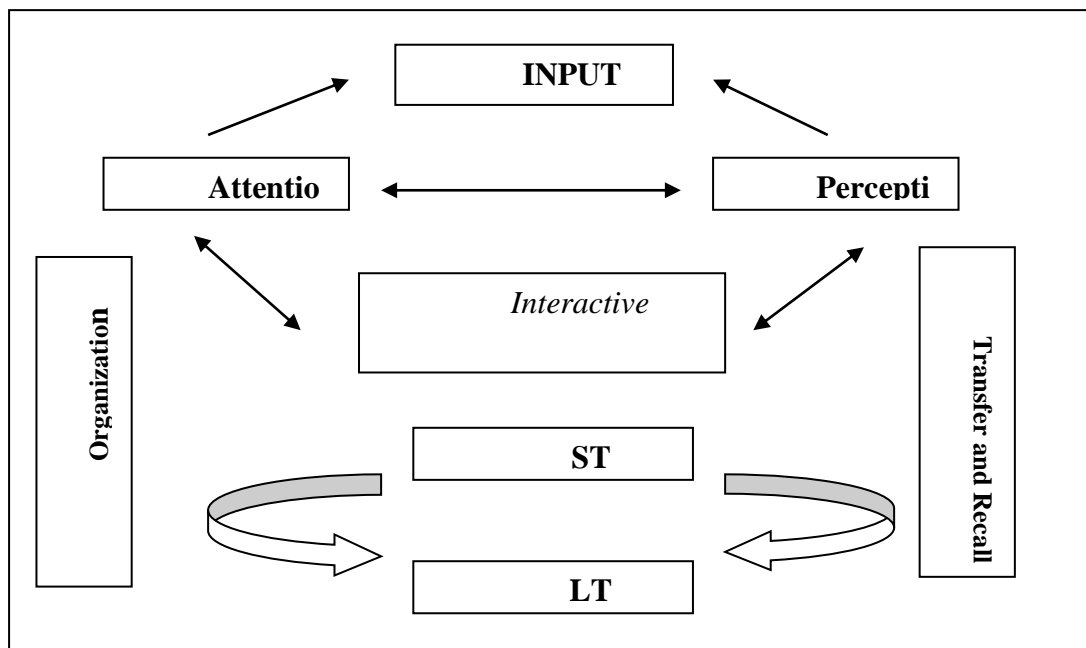
Success is achieved by using the situational context to make messages clear and through the kinds of input modifications found in foreigner talk. According to him, language learners should be provided with optimal input, and it needs four conditions to achieve optimal input: comprehensible, interesting and relevant, not form-focused, and quantitative. All these conditions can be found in social media (Zarei, 2009).

(2) Cognitive theory of multimedia learning

The essence of the cognitive theory is to activate prior knowledge and the meaningful connection of new information to the previously-learnt information. Social media can help learners activate their existing schemata and reduce the cognitive load of learning.

(3) Information processing theory

Skehan (1998) reveals that language development can be related to a much broader context by virtue of human information processing system. Goh and Silver (2004: 72) represent interrelated process of some core components of human information processing model as the following:



**Figure 2.9 Interactions among Key Processes during Information Processing**

(a) Attention and Perception

According to Goh and Silver (2004: 72), perception is the first stage of information processing. The mind detects incoming stimulus or signals from different sources. In situations where different signals are competing for attention, selection and discrimination are necessary so that only one set signal can be focused. Perception processes are considered low-level processes that can become automatised through repeated exposure and practices. Meanwhile, attention is needed throughout the entire process from perception to final decoding or interpretation of the input.

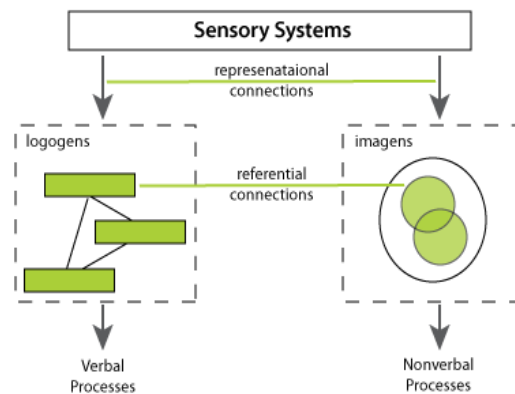
(b) Memory

Below is the role of memory in information processing summarised by Goh and Silver (2004):

**Table 2.1 Theoretical Assumption of the Role of Memory in Information Processing by Ericson & Simon (1993)**

<b>The Role of Memory in Information Processing</b>
<ul style="list-style-type: none"><li>• Information is stored in several memories, each having different capacities and accessing characteristics;</li><li>• Information recently acquired (heeded or attended to) is stored in short-term memory (STM) and available to further processing;</li><li>• Due to the limited capacity of STM, only the most recently heeded information is accessible directly;</li><li>• Before information is lost from STM, a portion is transferred to (fixated in) the long-term memory (LTM);</li><li>• New information processed when there is a link with old information in LTM. This is accomplished through intermediate steps;</li><li>• Processing occurs either automatically or through a number of cognitively controlled stages. In automatic processing, STM is not needed.</li></ul>

## (4) The dual coding theory



**Figure 2.10 Design of Paivio's Dual Coding Theory**

According to the Dual Coding Theory (DCT) proposed by Paivio (1971: 3), cognition involves the activity of two distinct subsystems, a verbal system is specialized for dealing directly with language and a nonverbal (imagery) system is specialized for dealing with non-linguistic objects and events. He assumes the systems to be composed of internal representational units, called logogens and imagens, that are activated when one recognizes, manipulates, or just thinks about words or things. In addition, bilingual situations rely on two separate verbal systems related by associative connections. In social media, these three independent systems are interconnected and presented simultaneously. This may lead to better processing and recall because of the additive effects of both image and translation (Zarei, 2009: 7-8).

DCT means that both systems are generally involved even in language phenomena. The verbal system is a necessary player in all "language games", but it is sufficient in only a few. In the most interesting and meaningful ones, the verbal system draws on the rich knowledge base and gamesmanship of the nonverbal system. Conversely, the nonverbal system cannot play language games

on its own, but it can play complex nonverbal “solitaire”. The verbal system dominates in some tasks (crosswords is a simple example) and the nonverbal imagery system in others (e.g., jigsaw puzzles). Cognition is this variable pattern of the interplay of the two systems according to the degree to which they have developed.

### ***2.2.5 Motivational Aspects of Second Language Acquisition (SLA) in Relation to Cognition***

Gray (1999) in Laufer and Hulstijn (2001) observes human beings not just information-processing devices but they also possess motives and emotions, and they are integrated socio-cultural factors that may affect the way in which human process information. Thus, cognition, as the ability to acquire, organize, remember, and use knowledge to guide behaviour, can be studied not only in a narrow sense, as in most of the literature on implicit and explicit memory and learning, but also in a boarder sense, as influenced by motivations, attitudes, and social-cultural environments.

According to Ellis (1997), second language (L2) acquisition can be defined as study on the way in which people learn a language other than their mother tongue, inside or outside of a classroom. Laufer and Hulstijn (2001) states that the acquisition of a second language normally requires the learning of many thousands of words, and most L2 learners, being just ‘human’, may approach this heavy learning load with a great deal of apprehension. Ellis (1997) believes that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2.

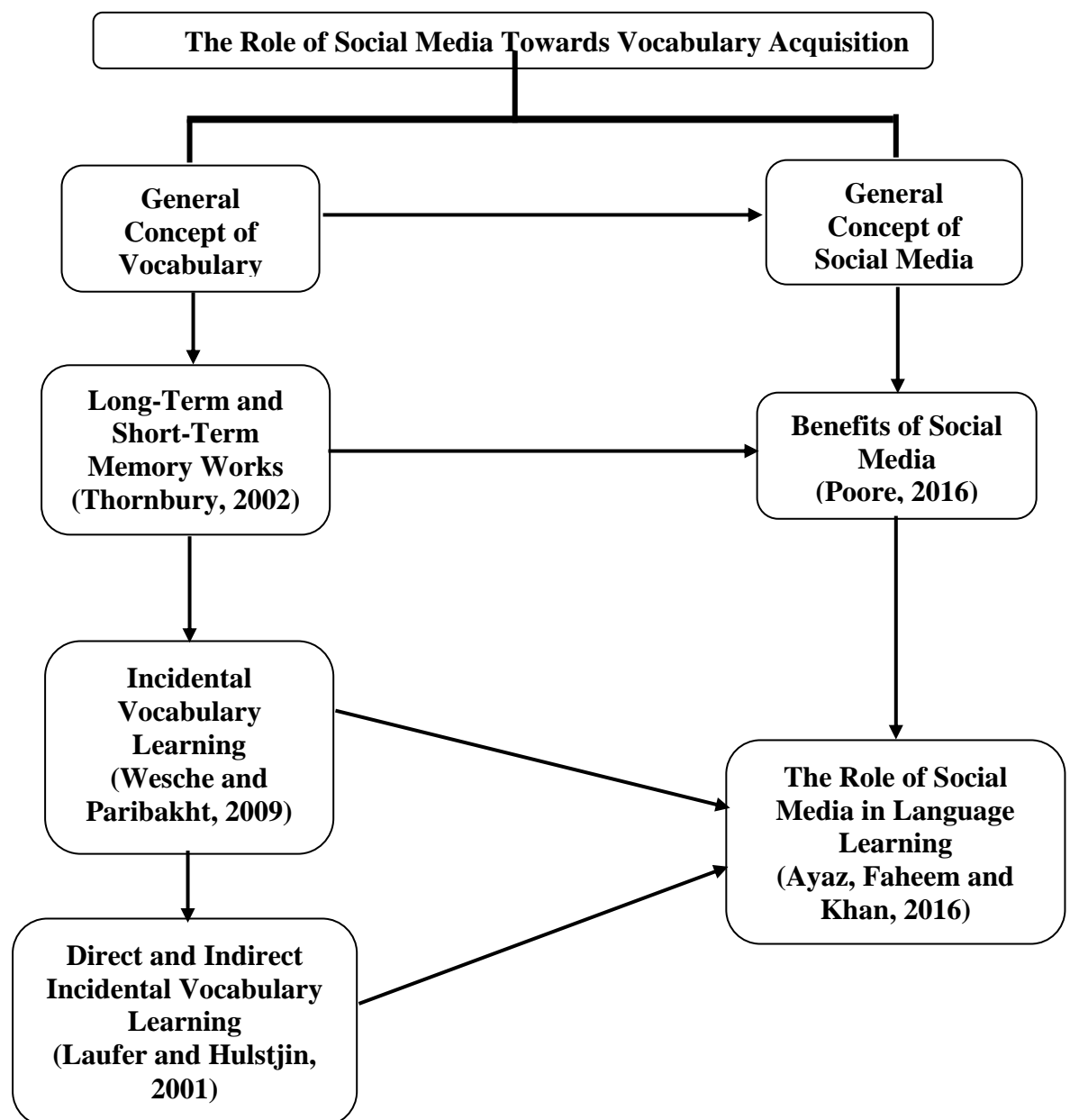
In some learning situations, it may not be learners' general reasons for learning an L2 that are crucial in determining their motivation. It does not mean that they are unmotivated indeed. In the case of foreign language learners for example, they may find the kinds of learning tasks or materials they are asked to do which is intrinsically motivating. In this case, motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners particular interests and the extent to which they feel personally involved in learning activities (Ellis, 1997). Furthermore Ellis also states that motivation is dynamic in nature; it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task. This research tries to bring up motivation and interest possessed by individuals, in this case is the interest of the tenth and eleventh grade students of SMK Negeri 7 Semarang.

### **2.3. Theoretical Framework**

This study is conducted based on the general concept of vocabulary (Webster, 1989) which correlates with the long-term memory and short-term memory works (Thornbury, 2002) and the concept of incidental vocabulary learning (Wesche and Paribakht, 2009). Furthermore, the idea of direct and indirect incidental vocabulary learning (Laufer and Hulstjin, 2001) is also used in the research. Meanwhile, in terms of social media the concept of social media as a process of transforming one-way communication into interactive communication through web-based technology (Dixon, 2012) is used. Also, the benefits of social media (Poore, 2016) is used as the further theory. Furthermore, the theory of the role of

social media in language learning (Ayaz, Faheem and Khan, 2016) is also taken as the concept of this research.

**Figure 2.11 Theoretical Framework**



The general concept of vocabulary (Webster, 1989) becomes the initial concept of this study. The concept of vocabulary as sum of stock words employed



by language, group, individual, or in work in relation to a subject supported by the theory of social media as an interactive communication (Dixon, 2012). Since social media works as a place of interactive communication via web-based technology, the information transfers happen in short time and wide range of context with focused subject if needed. Thus, it might develop the word stock of the people who are involved in the communication.

Furthermore, the concept of vocabulary as a part of short-term and long-term memory works (Thornbury, 2002) which stated that as a rule, forgetting is rapid at first, but gradually slows down. This is true in both the short term (e.g. from lesson to lesson) and in long term (e.g. after a whole course). In order to cope with the memory retaining problems, Thornbury suggests a remedy which is called as “recycling”. In recycling, the learners use acquired words in different ways, and, ideally, at successive levels of depth. This concept, together with the concept of incidental vocabulary learning (Wesche and Paribakht, 2009) as the parts of vocabulary learning are supported by the existence of social media. According to the theory of social media benefits towards education (Poore, 2016), social media was suitable to be used for educators because it was flexible, easy to use, and often very powerful. It can be focused on doing one thing only (for example, photo sharing, animation, and moments of activities) and it also did that thing well. If needed, both teachers and students can apply combined material learning through social media because of the versatile nature of social media. In short, it might help students to learn in more attractive ways.

In terms of incidental vocabulary learning, there are concepts of direct and indirect incidental vocabulary learning (Laufer and Hulstijn, 2001). In direct incidental vocabulary learning, the learners are given a material that they need to read and understand as a whole. Meanwhile in indirect incidental vocabulary learning, the learners acquire words from any sources they find in their daily life without any formal guidance or instructions from their teachers. The second concept is then further supported by social media. Social media have significant roles in English vocabulary development (Ayaz, Faheem and Khan, 2016). Social media can facilitate the English learners to learn new words and vocabulary suitable for them in the ability of English language learning. It is also easier for English learners to learn by social media compared to books reading and other text materials. Social media might also arouse the interest of English learners towards the English language learning with low chance of boredom. Therefore, social media can be used in both direct and indirect incidental vocabulary learning with higher possibility of learning development than any other learning media.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents how the research is done. It contains the information of research assumption, research design, roles of researcher, subject of the study, object of the study, instrument for collecting the data, methods of data collection, methods of analyzing the data and triangulation.

#### **3.1 Research Assumption**

There are a lot of ideas of developing vocabulary learning method through many kinds of media. Direct translation method were one of the initial method that English teachers used to develop students' vocabulary acquisition. Then, many more methods such as the audio-visual method, collaborative learning method, and IT-based method emerge. These methods kept being used by many teachers to cope up with the needs of the students according to their learning condition. As the time goes, the development of technology affects the way of teaching vocabulary. One of the most recent media that a lot of teachers apply to improve students' vocabulary acquisition is social media.

Social media nowadays become a part that cannot be separated from people's life, especially students. Facebook, Twitter and Instagram are the things that most young people have to check every day. Thus, those platforms affect the way of people in communicating with others, especially when it comes to international communication. Seeing those facts, many English teachers start to involve social media inside their class. Thus, I believe that there are things in

terms of correlation between social media and students' vocabulary acquisition that can be concluded through this research.

### **3.2 Research Design**

In conducting a research, we need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Some experts have different opinion about what is meant by research design. According to Creswell (2009) research design is plans and the procedures for research to detailed methods of data collection and analysis. This present study is in form of a case study research. This research focuses intensively on one particular object who learns it as a case. Case study data can be obtained from all parties concerned, in other words in this study collected from various sources (Nawawi, 2003).

The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, I used qualitative approach because this study focuses on the analysis or interpretation of the written material in context. Materials can include textbooks, newspapers, magazines, papers, films, manuscripts, articles, etc. The material of this study focused on the social media activeness of the students of SMK Negeri 7 Semarang. Ary et. al. (2010) state that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics.

Sherman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is

descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study.

In this research, I used design of case study. Stake (2013) presents a case study as a research method that has an important goal in researching and revealing the uniqueness and distinctiveness of the characteristics found in the case under study, where the case is the reason why the study was conducted. Stake added that because of that, in case study research it was necessary to extract information and in-depth analysis of all matters relating to cases, both the nature, activities, history, environmental and physical conditions, functions, and so forth. Furthermore, according to Rahardjo & Gudnanto (2011), case study is a method of research that attempt to understanding individuals more deeply by practicing integrative and comprehensively. This is done so that researchers can gather and get a deep understanding of the individuals studied, the following problems faced so that they can be resolved and make themselves better developed individuals. Thus, this method is a suitable method to find out any correlation between students' activeness in social media and their ability in vocabulary acquisition.

I use questionnaire and vocabulary test as my data collection tools. The data are in form of qualitative data. It shows us whether or not social media have a correlation with students' English vocabulary acquisition.

A number of students from the tenth and eleventh grade of SMK Negeri 7 Semarang were given a questionnaire that was used to find out students'

activeness in social media. Next, I divided the students into four groups according to the result from the questionnaire. The first group consists of the students with the highest activeness in social media; the latter the group, the lower their social media activeness is. Then, I gave a vocabulary test to those groups. The test consists of the same words for both groups, so it is easier to be compared. The result of the test tells us if students' social media activeness affects their English vocabulary acquisition.

### **3.3 Roles of Researcher**

In this study, I acted as the data collector, data analyst, and data reporter. As a data collector, I observed both the students' activeness in social media and also their English vocabulary acquisition. Those observations were done by questionnaire and vocabulary test.

As the data analyst, I analyzed the collected data using the case study analysis method and simple statistics. The questionnaire was analyzed as the source of the data of students' social media activeness. After the questionnaire analysis, a vocabulary test was given to the students to show the correlation between students' activeness in social media and their English vocabulary acquisition ability.

As the data reporter, I provided a detail report towards the analysis I made from each data that have been compiled. The result of the analysis provides detailed explanation and percentage as this is the case study approach.

### **3.4 Subject of the Study**

SMK Negeri 7 (STM Pembangunan Semarang) is a vocational high school that is located in the heart of Semarang, Central Java. This school was founded in 1971 and was initiated by Indonesian second president Mr. Soeharto. This school was a part of “Proyek Perintis Sekolah Teknologi Menengah Pembangunan Indonesia”, an Indonesian government’s program which aims for the development of technological vocational high school in the early 1970. SMK Negeri 7 Semarang is located in Jl. Simpang Lima Semarang, right at the corner of Simpang Lima, one of Semarang’s landmarks. This school was well-known as one of the best vocational high school in Indonesia considering its achievements in vocational sector, general knowledge, and even the non-academic fields. A lot of its graduates are now working as the executives of many major companies, supervisor in some international enterprises and even some of them become successful entrepreneurs. Until now, this school still becomes a favourite place to continue the study for many junior high school students.

SMK Negeri 7 Semarang consists of 9 technical departments which are ranging from electronical engineering, electrical installation, civil engineering, automotive engineering, computer networking, industrial automation, mechatronics and audio-video communication. These departments take up 36 to 72 students that are divided into one to two classes for each departments every year. This school has a special regulation, which is all students have to study for four years before they graduate. The first three years are the intensive study years just like other high schools, and the fourth year is the internship and final project

year. The new students are highly selected through administration, academic potential, and physical tests with high standards to make sure that the accepted students have the quality needed in the industrial world.

English test is one of the selection standards that is applied to sort the students' quality since now English has become a standardized language in industrial field. Since the first year students are given developmental base of English subject that is taught by high quality English teachers with specific qualifications. This is done to make sure that the students are able to communicate well in English since their first year. The school also has Stemba English Club (SEC), an extracurricular club that provides room for those who want to improve their ability in English. Since the first generation SEC has collected a lot of trophies and achievements such as the winner of National Vocational English Debate Championship, National English Speech Competition and many others. This club is also having a collaboration with PMI Kota Semarang (Semarang Red Cross) in handling an annual Humanitarian Leadership Programme, an international leadership training that is followed by around fifty participants from thirty countries around the world. This shows that the students have promising skills in English communication and they are not afraid to be directly involved in it. Seeing those facts, I can assure you that their ability in English is worth to be studied as the subject in this research.

In order to validate the subject choice, I used the purposive sampling method in order to make the research data become more credible. Purposive sampling is a sampling technique that involves identifying and selecting



individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Clark, 2011). In this research, I took the students from the tenth and eleventh grade since they are at the age of active social media users with decent ability in English. In addition, I did not take the older grade students since at that time the third and fourth grade students were already done with their final exams. Then, Mr. Wirawan as the supervising teacher suggested me to do the research at the X TFM 3 and XI TME 2 classes since according to him these classes were the ones that often applied social media in the class activity.

### **3.5 Object of the Study**

The objects of this study are the first and second year students' social media activeness and its effects towards their English vocabulary acquisition. The social media that become the focus of this research are Facebook, Instagram and Twitter. I chose this three social media because they are the most used social media in Indonesia since 2016 according to the research from Menkominfo. Also, those three social media are mostly taken as the form of communication by high school students.

The English vocabulary acquisition is taken as one of the objects because it is one of the most important aspects in learning English. Before we know how to speak or even write in English we need to understand the words which are included in English. Thus, the development of vocabulary acquisition is kept up-to-date by implementing many methods and media that are existing. In addition, the numbers of English vocabulary are also affected by the existence of the media

itself. Thus, it is agreeable that media can affect someone's ability in acquiring English vocabulary.

### **3.6 Instrument for Collecting the Data**

In choosing the instruments for collecting the research data, I put the research questions as one of the considerations. The chosen instruments are expected to give coherent data towards the correlating research questions. The instruments that are used in this research are:

#### *3.6.1 Questionnaire*

Questionnaire is the instrument which gathers the data that are set as the reference for the first research question, which is about whether or not social media affect students' English vocabulary acquisition. This instrument is taken because it is proven effective in gathering basic qualitative data.

There are two kinds of question type of questionnaire, they are closed and opened questions. I use both types of questions for this research's questionnaire. The questionnaire in this study presented some questions to know students' activeness in social media.

#### *3.6.2 Test*

The second instrument is the test. This instrument is used to collect comprehensible data in dealing with the second research question which is about the type of students whose vocabulary acquisition is affected by social media the most.

Test is kind of tool to measure students' understanding (Creswell, 2012). I used one type of test that was given to the students after they filled out the

questionnaire. The test was in form of words translation test which contains twenty five English words that correlate with social media and daily words. The words that were used in the test were taken from <https://www.talkwalker.com/blog/glossary-of-social-media-terms>. According to this source, those words are the ones that are often used in both daily life and social media. Thus, it is justifiable if I pick the words from there.

### **3.7 Methods of Data Collection**

Dealing with the objectives of this research, there are three steps of activities that were conducted. The first one is students' questionnaire; the second one is group division by me; and the last one is vocabulary test.

#### *3.7.1 Questionnaire*

Questionnaire was given in the first part of data collection process to identify and analyze the students' activeness in social media. One of the purposes of giving this questionnaire is to help me to divide the research subjects into four groups.

#### *3.7.2 Group division*

In this activity I divided the research subjects into four groups according to their social media activeness. The first group consisted of students with the highest social media activeness. The second group consisted of students with medium-high social media activeness. The third group consisted of the students with medium-low social media activeness. The last group consisted of the students with the lowest social media activeness of all. The group division was done according to the result of the given questionnaire.

### 3.7.3 *Vocabulary Test*

This test was given to identify the difference in English vocabulary acquisition between the groups. The result of this test becomes the final data of the research.

## 3.8 **Methods of Analyzing Data**

After the data were gathered and compiled, they were analyzed using the methods which were suitable with both research questions and the taken instruments. In this research, there are two methods of analyzing the data which are data percentage and data mean.

### *(1) Data Percentage*

The first method of data analysing is data percentage. This method is chosen to find the best conclusion for the first research question and the questionnaire. After the questionnaires were submitted by the research subjects which are the tenth and eleventh grade students of SMK Negeri 7 Semarang, the answers of their questionnaire were analyzed using data percentage.

A percentage frequency distribution is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. It is a particularly useful method of expressing the relative frequency of survey responses and other data. Many times, percentage frequency distributions are displayed as tables or as bar graphs or pie charts. I used this method to analyze the collected data from the questionnaire, so I can divide the research subject into four groups.

The formula for data percentage is:

$$X\% = \frac{x}{\Sigma x_1 \dots x_n} \times 100\%$$

In which

X% = Percentage

x = Data value

$\Sigma x_1 \dots x_n$  = Total number of value

## (2) *Data Mean*

The second data analysing method that is used in this research is the data mean. This method is taken to analyze the second instrument which is the test to find the correlating conclusion with the second research question. After the questionnaire was submitted and analyzed, the students were given a test. Then, the test were analyzed using data mean to find the difference between each social media activeness groups.

The mean is the average of all numbers and is sometimes called the arithmetic mean. To calculate mean, add together all of the numbers in a set and then divide the sum by the total count of numbers. I used this method to analyze the data from the vocabulary test, so I could compare the results between the groups.

The formula of mean that is used in this research is:

$$M_x = \frac{\Sigma x}{N_x} \qquad M_y = \frac{\Sigma y}{N_y}$$

In which,

$M_x$  = mean of the high activeness group

$\sum x$  = the sum of all scores of the high activeness group

$N_x$  = the number of the subject sample from high activeness group

$M_y$  = mean of the low activeness group

$\sum y$  = the sum of all scores of the low activeness group

$N_y$  = the number of the subject sample from low activeness group

### **3.9 Triangulation**

In this study, the triangulation of the data was used to increase the validity of the data analysis taking in some points of view. Triangulation is needed to ensure the validity of the research. According to Denzin in Rahardjo and Gudnanto (2011), there are four main types of triangulation: (1) by the source (2) by methods (3) by the writer (4) by theories. Following the case study research about the role of social media towards the students' English vocabulary acquisition, I used the second type of triangulation which is the triangulation by method. This research uses two different data collection strategies which are questionnaire and test that were analyzed and reported.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter data from the previous activities, which are the questionnaire and vocabulary test, are presented. The first part of this chapter is the research findings. It talks about the results of each research methods and the necessary explanations. This includes the questionnaire's tables and vocabulary test results. In the discussion subchapter, I present the correlation between the results of the questionnaire and the vocabulary test. This is done in order to find the answers for the related research questions.

#### **4.1 Research Findings**

The first goal of this study is to explain the extent of social media's roles towards the English vocabulary acquisition of the students of SMK Negeri 7 Semarang. The subjects of this research were 69 students from two different classes. The first one is the tenth grade class with 34 respondents. The second one is the eleventh grade class with 35 respondents. Since the respondents came from different grades and departments, it is expected that the result from each class will have significant differences.

After the questionnaire was submitted and analyzed, the students were then divided into two groups according to their social media activeness. The two groups were given the same vocabulary test which consisted of 25 English words that were needed to be translated or shortly explained in Bahasa Indonesia. After that, the students' works were compiled and analyzed in the form of score tables.

#### ***4.1.1 The Extent of Social Media's Roles towards Students' English Vocabulary Acquisition***

In this research the questionnaire was used to find out the personal data from each students regarding to their social media activeness and related things. The questions in the questionnaire included information such as the students' frequency in accessing social media, the age of the first time they encountered social media, the social media they mostly access, etc. Other supporting information such as their monthly data budget and language setting of their gadgets and social media were also included in the questionnaire.

The questionnaire was written in Bahasa Indonesia to help the students understanding the questions and made them easier to give answers. There were fourteen questions which consisted of open-ended questions, close-ended questions, and the combination of both. The questionnaire result was scored based on the percentage of the answer. The computation of the percentage was calculated as follows:

$$X\% = \frac{x}{\sum x_{1...xn}} \times 100\%$$

In which

X% = Percentage

x = Data value

$\sum x_{1...xn}$  = Total number of value

The results taken from the questionnaire were then analyzed and presented as the considerations for making the students grouping. To make the group division easier, I set a certain criteria which I refer to Nuraini (2011) which are:



(1) Frequency

Frequency means someone's regularity in doing certain things in a certain period of time. In this research's questionnaire the frequency is reflected in the question item number 1.

(2) Duration

Duration means the time spent for something to be done once it is started or in a certain range of time. In this research's questionnaire the duration is reflected in the question number 3.

(3) Direction of Attitude

Direction of attitude means the way of someone reacting to certain situations whether they are good or bad. In this research's questionnaire the direction of attitude is reflected in question number 7.

(4) Presentation

Presentation means the way someone do something in order to achieve the planned goal and the risk that they are willing to take. In this research's questionnaire the presentation is reflected in question number 9 which asked about the money the students spend per month.

Other than those 4 main criteria, I also put other features as the supporting aspects in doing the group division. The other features of the questionnaire that I use are the students' language usage which are reflected in questions number 10 and 11, and the students' point of view towards the effects of social media towards their English which are reflected in questions number 12 and 13.

In short, the students are grouped according to how often they access their social media, how long they access their social media each day, how they react when they could not access their social media for a day long, how much money they spend for social media, their language usage and their view of the effects of social media towards their English. Other aspects which are reflected in the questionnaire such as the age of first-time access, the social media preference, their goals of accessing social media, the gadgets they use, and their expectations towards their activity in social media are considered as the tertiary aspects.

I divided the students into four groups with the following criteria:

A. High Activeness Group

Students who belong to this group are those who access social media every day and more than five hours per day. They feel uncomfortable when they could not access their social media. They are also willing to spend more than forty thousand rupiah per month for their social media access.

B. Medium-High Activeness Group

Students who belong to this group are those who access social media once every two days or three to four times per week with the duration between three to five hours per day of access. They might feel somehow uncomfortable if they could not access their social media. They are willing to spend around twenty thousand to forty thousand rupiah per month for social media access.

### C. Medium-Low Activeness Group

Students who belong to this group access their social media once every three or four days, or around twice or three times per week with the duration between two to three hours per day of access. They might not feel uncomfortable even though they could not access their social media. They spend ten thousand to twenty thousand rupiah per month for social media access.

### D. Low Activeness Group

Students who belong to this group access their social media with the lowest rate of frequency that they could not tell the exact number. It might be less than twice a week with the duration less than two hours per access. They do not feel uncomfortable when they could not access their social media. They spend less than ten thousand rupiah per month for social media access.

It is important to be noted that the criteria are interchangeable according to the students' answer in order to make it easier in deducting their social media activeness.

#### 4.1.1.1. Questionnaire and Grouping Results

In this part I break down each questions of the questionnaire and also show the students grouping. The result of the questionnaire is presented with the paraphrasing of each questions and the explanation towards the results. The questionnaire script is included in the appendices (appendix 3, p. 99-100)

The students grouping is done according to the result of the questionnaire. They are divided into four groups with certain criteria that matched their answers in questionnaire. The questionnaire and grouping result are divided into each classes. Here are the questionnaire findings:

(1) Question no. 1

The first question asked about the students' frequency of social media access per week. The answer options of the question are (A) every day, (B) once every two days, (C) three to four days, and (D) undefined.

**Table 4.1 Tenth Grade Students' Frequency of Social Media Access**

Answer/Number	Option				Total
	A	B	C	D	
Tally	32	0	0	2	34
Percentage (%)	94.1	0	0	5.9	100

As many as 32 students out of 34 from the tenth grade answered that they access their social media every day. On the other hand, the other 2 answered that they have unclear frequency of accessing social media. It means that 94.1% students of the tenth grade access social media more frequent than the 5.9 % rest of them.

On the other hand, the result of the eleventh grade class shows different number. Here are the counting and explanation.

**Table 4.2 Eleventh Grade Students' Frequency of Social Media Access**

Answer/Number	Option				Total
	A	B	C	D	
Tally	29	0	0	6	35
Percentage (%)	82.8	0	0	17.2	100

As many as 29 out of 35 students of the eleventh grade class answered that they access their social media every day. Meanwhile, the other 6 answered that they have unclear frequency of accessing social media. It means that 82.8% students of the eleventh grade class access social media more frequent than the 17.2% rest of them.

(2) Question no. 2

The second question asked about the students' age the first time they encountered social media. The answer options of the question are (A) younger than six years old, (B) between six to twelve years old, (C) between twelve to fifteen years old, and (D) older than fifteen years old.

**Table 4.3 Tenth Grade Students' Age of First Social Media Encounter**

Answer/Number	Option				Total
	A	B	C	D	
Tally	0	12	22	0	34
Percentage (%)	0	35.3	64.7	0	100

As many as 12 students of the tenth grade class stated that they were around six to twelve years old when they knew social media for the first time. The other 22 students stated that they knew social media when they were around twelve to fifteen years old. It can be concluded that 35.3% students of the tenth grade class have already known about social media since the age of elementary school and the other 64.7% have known social media since the age of junior high school. None of the students of this class knew social media at the age younger than six years old or older than fifteen years old.

On the other hand, the result of the eleventh grade class shows different number. Here are the counting and explanation.

**Table 4.4 Eleventh Grade Students' Age of First Social Media Encounter**

Answer/Number	Option				Total
	A	B	C	D	
Tally	1	16	17	1	35
Percentage (%)	2.8	45.8	48.6	2.8	100

As many as 1 student of the eleventh grade class stated that he/she was less than six years old when they knew social media for the first time. 16 students stated that they knew social media when they were around six to twelve years old. 17 students said that they knew social media in the age between twelve to fifteen years old. The other 1 student stated that he/she knew social media at the age of more than fifteen years old. It can be concluded that 45.8% students of the eleventh grade have already known about social media since the age of elementary school and the other 48.6% have known social media since the age of junior high school. Notably, there are 2 students with unusual age of social media encounter. One of them knew social media before he/she entered elementary school age, and another one just knew about social media after he/she graduated from junior high school.

(3) Question no. 3

The third question asked about the time the students spend on social media each day. The answer options of the question are (A) less than two hours, (B) between two to three hours, (C) between three to five hours, and (D) more than five hours.

**Table 4.5 Tenth Grade Students' Duration of Social Media Access**

Answer/Number	Option				Total
	A	B	C	D	
Tally	7	17	8	2	34
Percentage (%)	20.6	50	23.5	5.9	100

In total of 7 students of the tenth grade class answered that they spend less than two hours per day, 17 of them spend two to three hours per day, the other 8 spend three to five hours per day, and the last 2 said that they spend more than five hours per day. This means that 20.6% students of the tenth grade class have relatively low activeness in accessing social media, 50% students of the tenth grade class are mildly active, 23.5% of them are relatively active, and the 5.9% have relatively high activeness.

Then again, the eleventh grade students answer the question differently. Here are the counting and explanation.

**Table 4.6 Eleventh Grade Students' Duration of Social Media Access**

Answer/Number	Option				Total
	A	B	C	D	
Tally	11	4	11	9	35
Percentage (%)	31.4	11.4	31.4	25.8	100

In number of 11 eleventh grade students answered that they spend less than two hours per day, 4 of them spend two to three hours per day, the other 11 spend three to five hours per day, and the last 9 said that they spend more than five hours per day. This means that 31.4% students of the eleventh grade class have relatively low activeness in accessing social media, 11.4% students of the eleventh grade class are mildly active, 31.4% of them are relatively active, and the 25.8% have relatively high activeness.

(4) Question no. 4

The fourth question of this questionnaire deals with the social media that the students mostly access. The answer options of the question are (A) Facebook, (B) Instagram, (C) Twitter, and option (D) is with blank part.

**Table 4.7 Tenth Grade Students' Most Accessed Social Media**

Answer/Number	Option				Total
	A	B	C	D	
Tally	5	27	0	2	34
Percentage (%)	14.7	79.4	0	5.9	100

Instagram is the most accessed social media by the students of the tenth grade class with as many as 79.4% students choose it as their favourite. Facebook placed the second with 14.7%. Two students prefer other social media than the big three, one of them chooses Discord and another chooses Twitch. None of the students of the tenth grade class choose Twitter as their favourite social media.

In terms of favourite social media, the eleventh grade students have their own answers. Here are the counting and explanation.

**Table 4.8 Eleventh Grade Students' Most Accessed Social Media**

Answer/Number	Option				Total
	A	B	C	D	
Tally	3	20	2	10	35
Percentage (%)	8.6	57.1	5.7	28.6	100

Again, Instagram is also the most accessed social media for the students of eleventh grade class with as many as 57.1% students choose it as their favourite. 28.6% of eleventh grade students prefer different social media other than Facebook, Instagram and Twitter with varied answers such as Twitch, Discord and Wattpad. 8.6% students of the eleventh grade class prefer Facebook as their favourite, and the other 5.7% pick Twitter.



(5) Question no. 5

The fifth question is given in a form of open-ended, listed question. It asked about up to four of the tenth grade and eleventh grade students' most accessed social media ranked from the most accessed to the least accessed. They are:

- Instagram
- Facebook
- Twitter
- Etc. (varied)

In the tenth grade class, Instagram is also placed the first in this question just like the previous question. Facebook is placed as the second preference. In fact, although Twitter was not the favourite social media of any students, it is placed as the third preference by the students while any other kinds of social media such as Discord, Switch, Pinterest, etc. are placed the last since these kinds of social media are mostly personal.

The eleventh grade students have their own preferences in terms of their most accessed to the least accessed social media. Here is the explanation.

- Instagram
- Etc. (varied)
- Facebook
- Twitter

Similar with the tenth graders, Instagram is also placed as the most accessed social media by the eleventh grade students. Varied kinds of social media such as Twitch, Discord and Wattpad are placed as the secondary options. Facebook is placed as the third preference, and Twitter is placed as the last resort of the accessed social media.

## (6) Question no. 6

This question deals with the goal of the students in accessing social media. The options are for (A) entertainment, (B) information exchange, (C) learning media, and (D) other.

**Table 4.9 Tenth Grade Students' Goals in Accessing Social Media**

Answer/Number	Option				Total
	A	B	C	D	
Tally	14	9	6	5	34
Percentage (%)	41.2	26.5	17.6	14.7	100

As many as 14 students (41.2%) of the tenth grade class state that they access social media for entertainment. 9 of them (26.5%) state that they access their social media to exchange information with their friends of certain forums. 6 students (17.6%) access their social media as a means of learning and studying by opening study forum etc. The other 5 (14.7%) state that they access their social media without clear goals.

The other class' students answer the question quite differently. Here are the counting table and the short explanation.

**Table 4.10 Eleventh Grade Students' Goals in Accessing Social Media**

Answer/Number	Option				Total
	A	B	C	D	
Tally	20	7	2	6	35
Percentage (%)	57.1	20	5.7	17.2	100

As many as 20 students of the eleventh grade class (57.1%), state that they access social media for entertainment. 7 of them (20%) state that they access their social media to exchange information with their friends or acquaintance. 2

students (5.7%) access their social media to find any learning and studying spaces. The other 5 (17.2%) state that they access their social media without clear goals.

(7) Question no. 7

Question number 7 asks about the students' incomplete or uncomfortable feelings when they do not access their social media for a whole day. The options are either (A) yes or (B) no.

**Table 4.11 Tenth Grade Students' Feeling of Not Accessing Social Media in A Day**

Answer/Number	Option		Total
	A	B	
Tally	16	18	34
Percentage (%)	47.1	52.9	100

In total of 16 students of the tenth grade class (47.1%) answer that they might feel inadequate when they do not access their social media a whole day long. The other 18 (52.9%) answer that they do not feel any uncomfortable feelings even though they do not access their social media in a day through.

Almost similar to the tenth grade students, the eleventh grade students have their answer with few differences. Here are the counting and the explanation.

**Table 4.12 Eleventh Grade Students' Feeling of Not Accessing Social Media in a Day**

Answer/Number	Option		Total
	A	B	
Tally	26	9	35
Percentage (%)	74.3	25.7	100

In the number of 26 students (74.3%) of the eleventh grade class answer that they might feel inadequate when they do not access their social media a whole day long. The other 9 (25.7%) answer that they do not feel any

uncomfortable feelings even though they do not access their social media in a day through.

(8) Question no. 8

Question number 8 asks about the gadget the students use to access their social media. There are four options, which are (A) cellphone, (B) personal computer/laptop, (C) public computer (internet café), or (D) PDA/tablet.

**Table 4.13 Tenth Grade Students' Social Media Gadget**

Answer/Number	Option				Total
	A	B	C	D	
Tally	34	0	0	0	34
Percentage (%)	100	0	0	0	100

Understandably, all of the students of the tenth grade class access their social media by their phones. Though surprising, it is acceptable since almost all kinds of phones now can access any social media so the students do not need to use any kinds of computer.

The answer from the eleventh grade students shows a slight difference. It can be seen from the table below.

**Table 4.14 Eleventh Grade Students' Social Media Gadget**

Answer/Number	Option				Total
	A	B	C	D	
Tally	33	2	0	0	35
Percentage (%)	94.3	5.7	0	0	100

As many as 33 students (94.3%) of the eleventh grade class said that they access their social media through cellphones. Uniquely, the other 2 still access

their social media using personal computer or laptop, which is quite rare to be found in this era of smartphones.

(9) Question no. 9

Question number 9 asks about the average amount of money the students spend for their personal internet connection per month. The options are (A) less than ten thousand rupiah, (B) between ten thousand to twenty thousand rupiah, (C) between twenty thousand to forty thousand rupiah, and (D) more than forty thousand rupiah.

**Table 4.15 Tenth Grade Students' Internet Connection Allowance**

Answer/Number	Option				Total
	A	B	C	D	
Tally	0	2	12	20	34
Percentage (%)	0	5.9	35.3	58.8	100

2 students of the tenth grade class (5.9%) spend ten to twenty thousand rupiah per month, 12 students (35.3%) spend twenty to forty thousand rupiah per month, and 20 students (58.8%) spend more than forty thousand rupiah per month. None of the students of the tenth grade class spends less than ten thousand rupiah per month for their internet access.

On the other hand, the eleventh grade class gives somehow different answer. We can see it from the table below.

**Table 4.16 Eleventh Grade Students' Internet Connection Allowance**

Answer/Number	Option				Total
	A	B	C	D	
Tally	0	3	11	21	35
Percentage (%)	0	8.6	31.4	60	100

3 students of the eleventh grade class (8.6%) spend ten to twenty thousand rupiah per month, 11 students (31.34%) spend twenty to forty thousand rupiah per month, and 21 students (60%) spend more than forty thousand rupiah per month. Similar with the tenth grade class, none of the students of the eleventh grade class spends less than ten thousand rupiah per month for their internet access.

(10) Question no. 10

Question number 10 asks about the language the students use as the setting for their gadgets. The options are (A) Bahasa Indonesia, (B) English, (C) local language, or (D) other language.

**Table 4.17 Tenth Grade Students' Gadget's Language Setting**

Answer/Number	Option				Total
	A	B	C	D	
Tally	25	9	0	0	34
Percentage (%)	73.5	26.5	0	0	100

In total of 25 students of the tenth graders (73.5%) use Bahasa Indonesia as the language setting for their gadgets. The other 9 (26.5%) students use English instead. None of the students of the tenth grade class uses either their local language or any language other than Bahasa Indonesia and English as their gadgets' language setting.

Students of the eleventh grade class have their own preference in terms of their gadget language setting. The following table shows the counting.

**Table 4.18 Eleventh Grade Students' Gadget's Language Setting**

Answer/Number	Option				Total
	A	B	C	D	
Tally	19	15	0	1	35
Percentage (%)	54.3	42.9	0	2.8	100

As many as 19 students (54.3%) of the eleventh grade class use Bahasa Indonesia as the language setting for their gadgets. 15 students (42.9%) use English instead. One student of eleventh grade class (2.8%) uses another language as their gadgets' language setting.

(11) Question no. 11

Question number 11 asks about the language the students use as the setting for their social media. It is the same as the previous question, the options are (A) Bahasa Indonesia, (B) English, (C) local language, or (D) other language.

**Table 4.19 Tenth Grade Students' Social Media Language Setting**

Answer/Number	Option				Total
	A	B	C	D	
Tally	25	9	0	0	34
Percentage (%)	73.5	26.5	0	0	100

In number of 25 students of the tenth grade class (73.5%) use Bahasa Indonesia as the language setting for their social media. The other 9 (26.5%) students use English instead. None of the students of the tenth grade class uses either their local language or any language other than Bahasa Indonesia and English as their social media's language setting.

Different result is taken from the students of the eleventh grader. Here are the counting.

**Table 4.20 Eleventh Grade Students' Social Media Language Setting**

Answer/Number	Option				Total
	A	B	C	D	
Tally	15	17	0	3	35
Percentage (%)	42.9	48.5	0	8.6	100

As many as 15 students of the eleventh grade class (42.9%) use Bahasa Indonesia as the language setting for their social media. 17 students (48.5%) use English instead. There are 3 students (8.6%) of the eleventh grade class who use language other than Bahasa Indonesia and English as their social media's language setting.

(12) Question no. 12

Question number 12 asks about whether or not social media affected the students' English skills in positive ways. The options are in form of mixed-end options, which are (A) yes with the statement of reason, (B) no with the statement of reason, or (C) unclear.

**Table 4.21 Tenth Grade Students' Perspective to the Positive Effect of Social Media towards their English Skills**

Answer/Number	Option			Total
	A	B	C	
Tally	31	2	1	34
Percentage (%)	91.2	5.9	2.9	100

As many as 31 students of the tenth grade class (91.2%) believed that social media improves their skills in English communication. They chose the option A with various reasons, but most of them said that social media improves their English accidentally since most of the contents in social media are presented



in English. 2 students (5.9%) believed that social media did not give any effects to their English communication skills because they thought that it is hard to learn English automatically. There was only 1 student (2.9%) who was unclear with his/her answer.

Students from the other class state their answer somehow differently with their own reasons. Here are the data.

**Table 4.22 Eleventh Grade Students' Perspective to the Positive Effect of Social Media towards their English Skills**

Answer/Number	Option			Total
	A	B	C	
Tally	27	3	5	35
Percentage (%)	77.1	8.6	14.3	100

As many as 27 students (77.1%) believed that social media improves their skills in English communication. They chose the option A with various reasons, but most of them said that the contents they acquire through social media helps them to improve their English. 3 students (8.6%) believed that social media did not give any effects to their English communication skills but they did not provide any further explanation. There were 5 students (14.3%) who were unclear with their answer.

(13) Question no. 13

Question number 13 asks about whether or not the students felt like their English vocabulary is affected by their activity in social media. It is the same as the previous question, the options are in form of mixed-end options which are (A)

yes with the statement of reason, (B) no with the statement of reason, or (C) unclear.

**Table 4.23 Tenth Grade Students' Perspective to the Positive Effect of Social Media towards their Vocabulary Acquisition**

Answer/Number	Option			Total
	A	B	C	
Tally	26	3	5	34
Percentage (%)	76.5	8.8	14.7	100

26 students of the tenth grade class (76.5%) said that social media develops their English vocabulary. It is the same as the previous question, the students had various reasons in choosing this option but most of them believed that their vocabulary develops because they could find new words or expressions in social media to be learned. 3 of them (8.8%) said that social media do not develop their English vocabulary acquisition. They believed it is because they felt that the English words and expressions in social media were either too many or too difficult to be learned. The other 5 (14.7%) were unclear with their condition.

The students of the eleventh grade class give different answer about this question. The table below shows the data collected.

**Table 4.24 Eleventh Grade Students' Perspective to the Positive Effect of Social Media towards their Vocabulary Acquisition**

Answer/Number	Option			Total
	A	B	C	
Tally	25	2	8	35
Percentage (%)	71.4	5.7	22.9	100

As many as 25 students of the eleventh grade class (71.4%) said that their English vocabulary was getting improved by their activity in social media. Most of them stated that because they thought that they could find new words or expressions in social media to be learned in order to develop their vocabulary. 2 of them (5.7%) said that social media did not affect their vocabulary acquisition.. The other 8 (22.9%) were unclear with their condition.

(14) Question no. 14

The last question is in form of open-ended question which asks about the students' expectation at the time they access their social media and after they access them. Both of the tenth grade class and the eleventh grade class answer the question with varied statements but most of them related to their initial goals in accessing social media.

#### 4.1.1.1.1. Questionnaire Result of the Tenth Grade Class

After the students of the tenth grade class submitted the questionnaire, I proceeded to analyze their answers. Using the given set of criteria before, I grouped the students of the tenth grade class into a table. The table is included in the appendices (appendix 5, p. 103).

Based on the tenth grade class grouping table, 2 students (5.9%) are considered in the high activeness group, 16 students (47.1%) are in the medium-high activeness group, 11 students (32.3%) are in the medium-low activeness group, and the last 5 (14.7%) are the ones in the low activeness group. We can conclude that more than half the students of the tenth grade class are relatively active in accessing social media according to the given criteria.

#### 4.1.1.1.2. Questionnaire Result of the Eleventh Grade Class

The same as the process that has been done to the questionnaire of the previous class, I grouped the students of the eleventh grade class using the same set of criteria. The result of the eleventh grade class students grouping can be seen in the table included in the appendices (appendix 6, p. 104).

Based on the eleventh grade class grouping table , 6 students (17.2%) are considered in the high activeness group, 18 students (51.4%) are in the medium-high activeness group, 7 students (20%) are in the medium-low activeness group, and the last 4 (11.4%) are the ones in the low activeness group. We can conclude that, similar to the tenth grade class, this class has more than half of its students who are relatively active in accessing social media according to the given criteria.

#### ***4.1.2 The Role of Social Media towards Students' English Vocabulary***

##### ***Acquisition Regarding their Respective Social Media Usage***

The next step after the students were grouped was giving the vocabulary test. This test was given in order to show the extent of social media effects towards the students' English vocabulary acquisition and also to determine which kind of students whose social media activeness affects English vocabulary acquisition the most. The students were asked to directly translate or give short explanation of each words in Bahasa Indonesia.

The test scores of each students were analyzed to find the average score according to their groups and then they were compared to other groups' average scores. The scores were analyzed using the formula below:

$$Mx = \frac{\Sigma x}{Nx}$$

In which:

$M_x$  = mean or average score of the group

$\sum x$  = the sum of all scores of the group

$N_x$  = the number of the subjects from the group

#### 4.1.2.1. Vocabulary Test Results

In this part the form of test sheet along with its questions words is presented. The test was in form of short answer questions that contained 25 English words which were related to social media, internet and technology. I put the question words table on the appendices section of this research (appendix 4, p. 101).

Since the subjects of the study were students of vocational high school, it is acceptable to put some uncommon words and technical terms in the vocabulary test. These words also became the challenges and determiner for the students' vocabulary acquisition. I present the result of the vocabulary test according to each class. It makes the data reading and deduction easier since the students' grades are not mixed.

##### 4.1.2.1.1. Vocabulary Test Result of the Tenth Grade Class

After the students of the tenth grade class answered their vocabulary test, I directly processed the data using the given formula. The result of the class is presented in form of a table that contains the students' name, their respective social media activeness group, and their score. The scoring table is included in the appendices (appendix 7, p. 105).

After the individual scores are acquired, I proceeded to count the average score of each groups. The table below presents the average score counting of the tenth grade class. The data below is then discussed in the next subchapter along with some individual questionnaire and test result.

**Table 4.25 Score Average Result of the Tenth Grade Class**

Group	I	II	III	IV	Total
Sum	2	16	11	5	34
Average	17.5	16.5	17.1	15.8	16.7

#### 4.1.2.1.2. Vocabulary Test Result of the Eleventh Grade Class

The same as the previous class, I also processed the test result of the eleventh grade class using the given formula. The result of the class is presented in form of a table that contains the students' name, their respective social media activeness group, and their scores. The scoring table is included in the appendices (appendix 8, p. 106).

After the individual score acquired, I proceeded to count the average score of each groups. The table below presents the average score counting of the eleventh grade class. The data below is then discussed in the next subchapter along with some individual questionnaire and test result.

**Table 4.26 Score Average Result of the Eleventh Grade Class**

Group	I	II	III	IV	Total
Sum	6	18	7	4	35
Average	19.2	19.8	19.1	16.8	18.7

## **4.2 Research Discussions**

After all necessary data which were gathered from the questionnaire and the vocabulary test got analyzed, it is important to draw the lining correlation between those data in order to find the conclusion of this research. The data collected is compared to the underlying theories that support this research.

### **4.2.1 The Role of Social Media towards Students' Vocabulary Acquisition**

The data which were collected from both of the questionnaire and the vocabulary acquisition test show that the significant role of social media towards students' vocabulary acquisition exists. It can be seen from the students' answers in the questionnaire where most of them stated that their English vocabulary improves by the existence of social media. This situation can happen because through social media students are exposed to vast number of words and expressions that they might not get from the classical language learning in schools.

The students' goals and motivation in accessing their social media which most of them are finding entertainment and media for communication with the global world and their ability in acquiring English vocabulary shows that social media help them in learning vocabulary incidentally. This fact is aligned with what was stated by Istikoyati (2003) about the process of incidental vocabulary learning which refers to the development of vocabulary without the explicit goals of learning the words and expressions directly. Furthermore, the natures of social media which are comprehensible, interesting and relevant, contextual, and quantitative support the base of vocabulary learning for students comply with the benefits of social media towards language learning process stated by Zarei (2008).

In addition, according to Zarei (2008) the contents in social media that help the students in developing their English vocabulary acquisition are mostly in the forms of written text such as online articles, direct communication through commentary sections and/or private messages, and also visual media such as comics, memes and videos.

The results of the data analysis also affiliated with Bouhami (2016). Although the subjects of the research were in different level of education, both of the subject groups show that social media improve students' English vocabulary acquisition. This might happen because in social media the boundaries of age, gender, origins, and nationalities are biased. Social media let people from different ages, places, and even educational level interact with each other, discuss a certain matter or engage in certain activity.

Although from the questionnaire we see that most of the students still use Bahasa Indonesia as the setting for their gadgets and social media, it does not mean that they do not learn any English vocabulary. I may conclude that the students still acquire English vocabulary from their activeness in social media or even from their gadget since not all the English words on their social media or gadgets are translated into Indonesian. It means that the students will still find new words and they will try to look it up in the dictionary in order to learn them.

#### **4.2.2 The Role of Social Media towards Students' Vocabulary Acquisition Regarding Their Respective Social Media Usage.**

The further data acquired from the questionnaire and vocabulary test in form of students grouping and test scores shows that not all students have the same level



of English vocabulary acquisition. Although the gap is not wide, it is agreeable that students with higher activeness in social media have better ability in acquiring English vocabulary, or at least they acquire more vocabulary than those whose social media activeness is lower. This fact affirms the research of Napitupulu (2013) and Refri (2013) which stated that teenagers in high school ages who actively access social media tend to have better capability in learning language accidentally.

As we can see on the previous part, students who are categorized in groups A and B mostly have better vocabulary test scores than those who are in group C or D. Although the score gap between each group is not far different, but it is enough to affirm us that social media do give effect to students' English vocabulary. In addition, the score gap between group A and D clearly shows that the more active the students in social media, the more vocabulary capability they have.

To be clear, activeness is not the only factors of social media that affects students' English vocabulary acquisition. We can see it in few students who are included in the lower activeness group, but they still manage to achieve high score of the vocabulary test. Most of them are usually engaged in different kinds of social media than the majority. Those social media, such as Twitch and Discord, are the ones that usually force the students to communicate with each other using English with only small windows to communicate using Bahasa Indonesia. Therefore, even though they are not as active in terms of frequency and duration

as the students in groups A or B, they still acquire more vocabulary than the majority because of the nature of their social media.

In the other hand, there are also few students who are included in groups A or B whose score is lower than the other groups. This might happen because they still use Bahasa Indonesia as their main tool of communication on social media. It is either because of their social media environment which do not encourage them to communicate in English or because of their own choice to set their communication language in their gadgets or social media to Bahasa Indonesia. The language setting in students' gadgets and social media might seem like it does not give any significant effect to the students' English vocabulary acquisition ability, but the real situation showed the contradictive fact to that belief. This situation gets along with the research of Wesche and Paribakhts (1999) about the incidental vocabulary learning. The students who set their gadgets and/or social media language to English tend to have better vocabulary test score.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter I present the conclusions and some suggestions based on the analysis of the previous chapter. Expectantly, the conclusions and suggestions which are given in this chapter will be useful generally for all the readers and the students and lecturers of Universitas Negeri Semarang, particularly the students and lecturers of the English Education program. In addition, I also hope that this research will give contribution for students, teachers or lecturers to enhance the understandings about social media, their role in language education, and how to apply them in the process of teaching and studying.

#### **5.1 Conclusions**

Based on the data in previous chapter, it is clear that most of the students are actively engaged in social media although their level of activeness is varied. After I sorted the result of the questionnaire, there are 2 students (5.9%) from the tenth grade class which are in the high activeness group, 16 students (47.1%) in the medium-high activeness group, 11 students (32.3%) in the medium-low activeness group, and the last 5 (14.7%) are the ones in the low activeness group. Meanwhile in the eleventh grade class, 6 students (17.2%) are in the high activeness group, 18 students (51.4%) are in the medium-high activeness group, 7 students (20%) are in the medium-low activeness group, and the last 4 (11.4%) are the ones in the low activeness group. Furthermore in terms of the correlation between social media and English skills improvement, 31 students of the tenth

grade class and 27 students of the eleventh grade class agree that social media helps them in developing their English skills, while the rest of them are either not stating or disagreeing with the statement. This situation also happened to the students' vocabulary acquisition, where most of them stated that social media improve their English vocabulary. This situation might happen because social media as a mean of communication have their own ability in enhancing students' language skills especially in the daily situation. Social media also provide the students with real-time, practical, flexible, and universal platforms that help them communicating with the borderless world through internet. This situation encourages the students to learn and use the foreign language, especially English.

Meanwhile according to the result of the vocabulary test, students with higher level of social media activeness are able to achieve better score than those who have lower activeness level, though there are some students of the lower activeness level who are able to achieve higher score, even higher than the students with high social media activeness. As many as 2 tenth-grade students who are categorized as the students with highest social media activeness are able to score 17.5 as the average score out of 25. 16 tenth-grade students with medium-high social media activeness get the average score of 16.5 out of 25. 11 tenth-grade students who have medium-low social media activeness are able to score 17.1 as their average score, which are relatively higher than the second activeness group. The last 5 students of the tenth grade class which are included as the ones with the lowest social media activeness are only able to achieve 15.8 score average. In addition, the eleventh-grade test result shows a quite different

condition. 6 of them who are included in the highest social media activeness group achieve 19.2 out of 25 as their average score. 18 eleventh-grade students who are in the medium-high activeness group are able to get 19.8 as their average score. 7 students who are included in the medium-low activeness group get 19.1 out of 25 as their test score. The last 4 students in the lowest social media activeness group score 18.7 as their average. The conditions on both classes show that the students with relatively high social media activeness have more ability in acquiring English vocabulary, better than the ones with lower activeness. Nevertheless, social media activeness is not the only factor of students' vocabulary acquisition ability. There are other factors that affect it such as the duration of language learning, students' willingness in finding external learning sources, students' verbal awareness, etc. This can be seen by the fact that some students with relatively low social media activeness can achieve better score than those with higher social media activeness.

## **5.2 Suggestions**

After all the data were gathered, analyzed and presented, I would state several suggestions that might be useful for the teachers, the high school students, and also the students of the English education study program of Universitas Negeri Semarang or any other universities. These suggestions are taken according to what I have found through this research.

For the teachers, I would suggest that it is possible to implement social media as the means of teaching English. The natures of social media will make the process of teaching and learning be more interesting and up-to-date.

Moreover, social media might also be the platform for the teachers and students that support collaborative and interactive communication. By applying social media in the process of teaching and learning, the language learning continuation can be assured.

For the high school students, I suggest that you use social media effectively and responsibly. Social media do not only provide us with entertainment, but they might also be the place to learn many things including foreign language. With proper portion and usage of social media, it is possible for us to acquire things that might not be gained at school. It is also important to note that learning is not only a matter of classroom-limited activity, learning is an activity that we must do as long as we live by using any possible means.

For the students of English education study program, both the students of Universitas Negeri Semarang and the students of other universities, it is important to understand that the room for the researches in terms of social media, language, and education are still needed in the future since those three things are always developed by the time goes. The research that I have done might still be relevant for the next five years, but it is also possible that three months from the submission this research is not relevant anymore. Thus, never stop finding problems and answers that might be useful in the future.

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# **APPENDICES**

**APPENDIX 1**  
**TENTH-GRADE STUDENTS LIST**

No.	Name
1	A. S.
2	A. K. W.
3	A. N. A. Q.
4	A. R. F.
5	A. H.
6	A. R. H.
7	B. B. W.
8	B.
9	B. H. I.
10	D. A. W. A.
11	D. T. R.
12	D. P. F.
13	F. I. A.
14	G. A. P. W.
15	
16	H. P.
17	K. N. P. J. A.
18	L. P. M.
19	L. A.
20	M. W. W.
21	M. R. P. S.
22	M. A. H. M.
23	M. I. D. P.
24	M. Y. A. M.
25	R.
26	R. A. Y.
27	R. R.
28	R. S.
29	S. I. E.
30	S. M.
31	
32	S. S. N.
33	V. P. R. P.
34	V. T.
35	Y. A. R.
36	Y.

**APPENDIX 2**  
**ELEVENTH-GRADE STUDENTS LIST**

No.	Name
1	A. A.
2	A. J. K.
3	
4	A. N. M.
5	B. S.
6	C. S.
7	D. O. S. E.
8	D. C. N.
9	D. A. S.
10	D. S.
11	D. E. A.
12	F. S. H.
13	F. Y. K.
14	F. S. W.
15	I. A. P.
16	I. P. A.
17	I. C. W.
18	K. W. S.
19	L. S.
20	L. A. A.
21	M. M. I.
22	M. W. S. P.
23	M. A.
24	M. N. Y.
25	M. F.
26	M. F. A.
27	M. I.
28	M. L. C.
29	M. G.
30	R. A. R.
31	R. D. U.
32	R. R.
33	V. D. C. W. P. P.
34	W. H.
35	W. W. M.
36	Y. B. S.

**APPENDIX 3  
QUESTIONNAIRE**

**ANGKET TENTANG PENGARUH MEDIA SOSIAL  
TERHADAP PENGUASAAN KOSAKATA BAHASA INGGRIS  
SISWA  
SMK NEGERI 7 STM PEMBANGUNAN SEMARANG**

**Nama:**

**Kelas:**

1. Seberapa sering anda mengakses media sosial dalam satu minggu?  
A. Setiap hari B. Dua hari sekali C. Tiga – Empat hari sekali D. Tidak tentu
2. Sejak usia berapa anda mengenal media sosial?  
A. < 6 tahun B. 6-12 tahun C. 12-15 tahun D. >15 tahun
3. Seberapa lama anda menghabiskan waktu rata-rata setiap kali mengakses media sosial?  
A. <2 jam B. 2-3 jam C. 3-5 jam D. >5 jam
4. Media sosial apa yang paling sering anda akses?  
(Pilih salah satu)  
A. Facebook B. Instagram C. Twitter D. Lainnya: ...
5. Media sosial apa saja yang sering anda akses? Urutkan dari yang paling sering hingga yang jarang anda akses.  
•  
•  
•  
•
6. Apa tujuan anda mengakses media sosial?  
A. Hiburan B. Bertukar informasi C. Media belajar D. Lainnya: ...
7. Apakah anda merasa ada yang kurang jika anda tidak mengakses media sosial dalam satu hari?  
A. Ya B. Tidak
8. Gawai(*gadget*) apa yang paling sering anda gunakan untuk mengakses media sosial?  
A. Ponsel B. Komputer/laptop pribadi C. Komputer umum (warnet) D. PDA
9. Berapa rupiah rata-rata yang anda keluarkan untuk mengakses media sosial dalam satu bulan?  
A. < Rp 10.000,00 B. Rp 10.000,00 – 20.000,00  
C. Rp 20.000,00 – 40.000,00 D. > Rp 40.000,00



10. Bahasa apa yang anda gunakan dalam pengaturan gawai anda?  
A. Bahasa Indonesia B. Bahasa Inggris C. Bahasa daerah D. Lainnya: ...
11. Bahasa apa yang anda gunakan dalam pengaturan media sosial anda?  
A. Bahasa Indonesia B. Bahasa Inggris C. Bahasa daerah D. Lainnya: ...
12. Apakah anda merasa media sosial mempengaruhi kemampuan berbahasa Inggris anda?  
Jelaskan.  
A. Ya, karena ....  
B. Tidak, karena ...  
C. Tidak tahu
13. Apakah anda merasa bahwa kosakata Bahasa Inggris (*vocabulary*) anda semakin bertambah setelah anda mengakses media sosial? Jelaskan.  
A. Ya, karena ....  
B. Tidak, karena ...  
C. Tidak tahu
14. Apa yang anda harapkan saat dan setelah anda mengakses media sosial anda?  
-Saya berharap ....

**APPENDIX 4  
VOCABULARY TEST**

**KUIS KOSAKATA BAHASA INGGRIS (VOCABULARY)  
MEDIA SOSIAL SISWA SMK NEGERI 7  
(STM PEMBANGUNAN) SEMARANG**

**Nama:**

**Kelas:**

**Instruksi:**

1. Cermati kata-kata dan frasa berbahasa Inggris di bawah ini.
2. Jawablah dalam Bahasa Indonesia dengan satu kata atau lebih jika dibutuhkan.
3. Jika ada penulisan yang kurang jelas silakan tanyakan kepada pemberi instruksi.
4. Kerjakan dengan kemampuan kalian sendiri sebisa mungkin.
5. Jawaban boleh dikosongi jika tidak mengerti.
6. Dilarang menggunakan alat bantu seperti kamus (cetak maupun digital) dan gawai.

**Selamat Mengerjakan**

No.	Words/Phrases	Answer
1.	Add	
2.	App	
3.	Avatar	
4.	Banned	
5.	Btw	
6.	Chat	
7.	Daily	
8.	DM	
9.	Doodle	
10.	Early bird	
11.	Easter egg	
12.	Fibre optics	

13.	Follow	
14.	Gadget	
15.	Headline	
16.	Hybrid	
17.	Icebreaker	
18.	Install	
19.	Judgmental	
20.	Junk	
21.	Login	
22.	Maintenance	
23.	Quarrel	
24.	Website	
25.	Zoom	

**APPENDIX 5**  
**THE TENTH GRADE CLASS STUDENTS GROUPING**

No.	Name	Activeness Group
1	X.1	B
2	X.2	B
3	X.3	A
4	X.4	C
5	X.5	B
6	X.6	C
7	X.7	D
8	X.8	B
9	X.9	B
10	X.10	D
11	X.11	B
12	X.12	B
13	X.13	D
14	X.14	C
15	X.15	-
16	X.16	B
17	X.17	A
18	X.18	B

No.	Name	Activeness Group
19	X.19	C
20	X.20	C
21	X.21	C
22	X.22	B
23	X.23	B
24	X.24	D
25	X.25	B
26	X.26	C
27	X.27	B
28	X.28	C
29	X.29	B
30	X.30	C
31	X.31	-
32	X.32	D
33	X.33	B
34	X.34	B
35	X.35	C
36	X.36	C

Grouping notes:

- A: High social media activeness
- B: Medium – high social media activeness
- C: Medium – low social media activeness
- D: Low social media activeness

**APPENDIX 6**  
**THE ELEVENTH GRADE CLASS STUDENTS GROUPING**

No.	Name	Activeness Group
1	XI.1	B
2	XI.2	B
3	XI.3	-
4	XI.4	C
5	XI.5	B
6	XI.6	A
7	XI.7	C
8	XI.8	B
9	XI.9	B
10	XI.10	C
11	XI.11	D
12	XI.12	A
13	XI.13	B
14	XI.14	B
15	XI.15	B
16	XI.16	B
17	XI.17	C
18	XI.18	B

No.	Name	Activeness Group
19	XI.19	B
20	XI.20	A
21	XI.21	C
22	XI.22	A
23	XI.23	B
24	XI.24	B
25	XI.25	C
26	XI.26	A
27	XI.27	D
28	XI.28	D
29	XI.29	B
30	XI.30	A
31	XI.31	B
32	XI.32	B
33	XI.33	B
34	XI.34	C
35	XI.35	D
36	XI.36	B

Grouping notes:

- A: High social media activeness
- B: Medium – high social media activeness
- C: Medium – low social media activeness
- D: Low social media activeness

**APPENDICES 7**  
**VOCABULARY TEST RESULT OF THE TENTH GRADE CLASS**

No.	Name	Group	Test Score
1	A. S.	B	15
2	A. K. W.	B	14
3	A. N. A. Q.	A	18
4	A. R. F.	C	20
5	A. H.	B	21
6	A. R. H.	C	15
7	B. B. W.	D	17
8	B.	B	16
9	B. H. I.	B	15
10	D. A. W. A	D	14
11	D. T. R.	B	18
12	D. P. F.	B	14
13	F. I. A.	D	17
14	G. A. P.W.	C	18
15	-	-	-
16	H. P.	B	18
17	K. N. P. J. A.	A	17
18	L. P. M.	B	19

No.	Name	Group	Test Score
19	L. A.	C	18
20	M. W. W.	C	18
21	M. R. P. S.	C	18
22	M. A. H. M.	B	11
23	M. I. D. P.	B	16
24	M. Y. A. M.	D	14
25	R.	B	24
26	R. A. Y.	C	15
27	R. R.	B	19
28	R. S.	C	19
29	S. I. E.	B	17
30	S. M.	C	18
31	-	-	-
32	S. S. N.	D	17
33	V. P. R. P.	B	14
34	V. T.	B	14
35	Y. A. R.	C	17
36	Y.	C	13

**APPENDIX 8**  
**VOCABULARY TEST RESULT OF THE ELEVENTH GRADE CLASS**

No	Name	Group	Test Score
1	A. A.	II	18
2	A. J. K.	II	20
3	-	-	-
4	A. N. M.	III	20
5	B. S.	II	20
6	C. S.	I	21
7	D. O. S. E.	III	21
8	D. C. N.	II	21
9	D. A. S.	II	21
10	D. S.	III	21
11	D. E. A.	IV	18
12	F. S. H.	I	18
13	F. Y. K.	II	20
14	F. S. W.	II	20
15	I. A. P.	II	20
16	I. P. A.	II	23
17	I. C. W.	III	20
18	K. W. S.	II	20
No	Name	Group	Test

			Score
19	L. S.	II	17
20	L. A. A.	I	23
21	M. M. I.	III	16
22	M. W. S. P.	I	21
23	M. A.	II	18
24	M. N. Y.	II	18
25	M. F.	III	18
26	M. F. A.	I	12
27	M. I.	IV	18
28	M. L. C.	IV	12
29	M. G.	II	21
30	R. A. R.	I	20
31	R. D. U.	II	18
32	R. R.	II	20
33	V. D. C. W. P. P.	II	21
34	W. H.	III	18
35	W. W. M.	IV	19
36	Y. B. S.	II	21

**APPENDIX 10**  
**LETTER OF RESEARCH TESTIMONY**



**PEMERINTAH PROVINSI JAWA TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH KEJURUAN NEGERI 7**  
**SEMARANG**

Jalan Simpang Lima, Kota Semarang Kode Pos 50243 Telepon 024-8311532  
Faksimile 024-8447649 Surat Elektronik [smkn7semarang@yahoo.co.id](mailto:smkn7semarang@yahoo.co.id)

**SURAT KETERANGAN**  
**NO. 070 / 0919 / 2019**

Yang bertanda tangan dibawah ini Kepala SMK Negeri 7 Semarang, menerangkan :

Nama : **RIZKY KURNIAWAN**  
NIM : 2201414124  
Prog Studi : Pendidikan Bahasa Inggris , S1  
Fakultas : Bahasa dan Seni  
Universitas : Negeri Semarang

Telah melakukan penelitian dalam rangka menyusun skripsi "The Role of Social Media Towards The Vocabulary Acquisition for The Students of SMK Negeri 7 Semarang".  
Dengan alokasi waktu 14 Mei- 17 Mei 2019.  
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, 28 Agustus 2019  
KEPALA SEKOLAH,  
KASUBAG TATA USAHA  
  
Dr. PUJIUNG REJEKININGSIH  
021227 198703 2 003