The Roles of Social Media in Motivating Students in Vocabulary Learning

(A Study of Students at English Study Program in IAIN Curup)

THESIS

This Thesis submited for fulfilling the requirement

For "Sarjana" degree in English Study Program

Written by :

WINDA PRASELIA

NIM.17551078

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF EDUCATIONAL

INSTITUDE OF ISLAMIC STUDIES CURUP

2021

Hal : Pengajuan Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di

   Curup

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari **Winda Praselia** yang berjudul **"The Roles of Social Media in Motivating Students in Vocabulary Learning (A Quantitative Descriptive study of fourth semester of English Tadris Study Program)"** sudah dapat diajukan dalam siding Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, atas kerja samanya kami ucapkan terima kasih.

Wassalamualaikum wr.wb

Pembimbing 1   Pembimbing II

Bayu Senjahari, M.Pd, M.ed   **Henny Septia U., M.Pd**
NIP. 198003062002121004   NIP/NIDN.2020108101

A P P R O V A L

Nomor : 841 /In. 34 /I/FT/PP.00.9/09/2021

Name	: Winda Pruselia
NIM	: 17551078
Faculty	: Tarbiyah
Department	: English Study Program
Title	: The Roles of Social Media in Motivating Students in Vocabulary Learning (A Study of Students at English Study Program in IAIN Curup)

Has been examined by examining board of the English Study Program of Instiute Agama Islam Negeri (IAIN) Curup, on:

Day/Date	: Monday, August, 30th 2021
Time	: 13.00 – 15.00 p.m
At	: Room 5 Munaqosah IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Education Tarbiyah Faculty IAIN Curup.

Examiners

Head,

Bayu Senjahari, M.Pd, M. Ed
NIP. 19800306 200212 1 004

Secretary,

Henny Septia Utami, M.Pd
NIDN. 2016098903

a.n Ka. Prodi

Examiner I,

Prihantoro, SS, M.Pd
NIP. 19750820 200801 1 004

Examiner II,

Sarwo Edy, M.Pd
NIDN. 2011038702

Dean

Dr. H. Ifnaldi, M.Pd
NIP. 19650427 200003 1 002

THE STATEMENT OF OWNERSHIP

The Writer sign below :

Name   : Winda Praselia

NIM   : 175510

Fakultas   : Tarbiyah

Jurusan   : Tadris Bahasa Inggris

State the thesis under the title **"The Roles of Social Media in Motivating Students in Vocabulary Learning (A Quantitative Descriptive study of fourth semester of English Tadris Study Program)"**. This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, July 2021

Writer

Winda Praselia
NIM: 17551078

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FREFACE

All praises to Allah that the writer had finally finished writing this thesis entitled "**The Roles of Social Media in Motivating Students in Vocabulary Learning(A Quantitative Descriptive study of fourth semester of EnglishTadris Study Program)".**

This thesis is presented as part of the IAIN Curup English Study Program's undergraduate degree stratum 1 (S1) completion. Because the author recognizes that this thesis is far from flawless, author would really welcome any suggestions and criticism in order to improve it in the future.

Last but not least, the writer hopes that this thesis will be really usefull to those who are interested in this field of study.

Curup, July 2021

Writer

Winda Praselia

NIM: 17551078

ACKNOWLEDGEMENT

Assalammu'alaikum Warahmatullahi Wabarakatuh.

Alhamdulillahirobil"alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutations to Prophet Muhammad SAW, his family, and followers, who have served as role models for all Muslims across the globe.

The researcher finished this research entitled **"The Roles of Social Media in Motivating Students in Vocabulary Learning(A Quantitative Descriptive study of fourth semester of English Tadris Study Program)".** This thesis is presented in order to fulfill of the requirements for the degree of stratum I in English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN Curup

2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and also my academic advisor

3. Mr. Bayu Senjahari, M.Pd, M.ed as my Advisor, big thanks for guidance, strong encouragement and critical support, opinion and all the useful motivation, suggestions, and corrections, for my thesis improvement along the process of this thesis.

4. Ms. Henny Septia Utami, M.Pd as my Co-advisor, who has given me a lot of supports, advices, guidance and suggestions. Thanks for the attention all the strong motivation which has been given to me in order to finish this thesis soon.

5. Ms. Nastiti Handayani, M.Pd as instrument' Validator and as a

lecturerwho always helps and supports my thesis. No one then "You are the best".

6. I say thank you for all of my great lecturers who had given me a lot of knowledge during my learning process at English Study Program.

Finally , the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully, the findings of this study will contribute to the advancement of education in other schools. For acknowledgment above, and those are not mentioned, may AllahSWT give them the best reward. Amen.

Wassalammu'alaikum Warahmatullahi Wabarakatuh.

Curup, July 2021
Writer

Winda Praselia

NIM:17551078

MOTTO AND DEDICATION

"Like what you do, Do as positive as you like"

Allah, is only the reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam. Then, without the assistance of numerous people, this thesis would never have been completed. Best thanks for my Advisor, Mr.Bayu Senjahari, M.Pd, M.ed and My co advisor Ms.Henny Septia Utami, M.Pd who has guided and support me in create my thesis to completion.

This thesis dedicates to:

➢ My hearthbeat, My lovely parents, the greatest man ever my father Mr.Daryunsah, the most beautiful woman ever my mother Mrs. Lesiana.

➢ My beloved brothers, Riski Abi Barka and Fikri Rahmatullah Khairi as the best supporter ever.

➢ My big family that always support me in my fall time and remider in my rise time.

➢ My great advisor Mr. Bayu Senjahari, M.Pd, M.ed who always gave me motivation, suggestion, guidance in finishing my study at IAIN Curup.

➢ My great co-advisor Ms. Henny Septia Utami, M.Pd who gave the researcher guidance, support and suggestion in finishing this thesis andalso finishing my study.

➢ Mr. Ruly Morgana, M.Pd as the best tutor ever, who always share the best knowledge for me.

➢ My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.

- ➢ My best respondents, Fourth semester of TBI in IAIN Curup.

- ➢ My family without blood ties, Willy Oksander, Ira Wibowo, Refa Andesti who always help to refresh my mind.

- ➢ My best partner Merryta Angelina who always beside me, media oktaviana, and mifta Lasintya

- ➢ My classmate " B class" especially My hero Rani dwi putri, who always help me and solved my problems, lisa soleta santi, and lidya Nadela.

- ➢ My beloved friends of "Squid Squads" : Nadia Ayu Salsabil, Dita Monica, Shinta Mustika Febriana, Fitri Ayu Cendana and Dona Novianda.

- ➢ My lovely friends, Rika Sintya, Wisti Febriani, Ayu Ulan Sari, Deky Anggara.

- ➢ All of students of Tadris Bahasa Inggris of IAIN Curup

- ➢ My Almameter IAIN Curup.

- ➢ All of people around me who gave me the golden precept that I could notbe mentioned one by one.

It is with pleasure that to them all I dedicate this Thesis.

ABSTRACT

Winda Praselia 2021 : **The Roles of Social Media in Motivating Students in Vocabulary Learning(A Quantitative Descriptive study of fourth semester of English Tadris Study Program)".**

Advisor : Bayu Senjahari, M.Pd, M.ed

Co-advisor : Henny Septia U, M.Pd

The goal of this study was to discover the Motivations of students to acquire English Vocabulary through social media and Roles of social media in motivating students in Vocabulary learning. The focus of this study was fourth semester of English Tadris Study Program in IAIN Curup. For collecting the data the researcher use questionnaire that adopted in Eni Rohmatins' Thesis which theory by Williams and Burden cite in Dornyei about the students motivation, for the roles of social media, the researcher use theory by Waquar Ahmed Khan and Omer Elsheihk in Indian Journal. The finding exposed if the students intrinsically motivated in learning vocabulary through social media and the roles of social media are motivated students in vocabulary learning because some reasons such as, social media is easy to use, particularly by only using smartphones, social media also develops students' listening and speaking skills by presenting a real- life language input, then social media promotes self-learning.

Keywords : Vocabulary, Motivation, Social Media.

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CHAPTER 1

INTRODUCTION

A. Background of the Research

In this era of globalization, social media is as one of the effect of technology development. Social media in this era not only as tool to share daily life but also to share some important information. It is certainly has positive effect in education. For instance, in learning English. There are some people that create special account in order people can learning English in simply and fun way so that the people will enjoy the learning process. As the result, social media has role as the tool to motivate learners to learn about English. As we know if motivation is very important in learning process in order the learners have the reason to get their goals.

English is a language that focus in four skills. Those are speaking, listening, writing and reading. These four language abilities enable pupils to participate in information exchange, create interpersonal relationships, acquire knowledge, and appreciate the esthetic of English language. The students must master four skills, in order they are able to converse with the use of language and to deliver their thoughts, feelings, and ideas that they have clearly. For mastering all of the skills, the learner have to know the aspects that support of four skills above, such as vocabulary, grammar, pronunciation and other, because all of the skills have the relation each other.

Vocabulary has the important effect of the four basic skills above. For instance, we can not speak well and deliver all of our ideas when our vocabulary so

poor. Because we do not know what words that we use to deliver it. As same as writing, when we do not know the vocabulary well, we can not write all of our ideas or imaginations, although we have much ideas in our mind. In reading, vacabulary effected in their comprehend. For example when the teacher gave materials such as book, they are not able to understand the materials well because they do not master the vocabulary. And the last, in listening, the listener can not to conceive well what the speaker tell about because they do not know the vocabularies.

Learning vocabulary is very important. Furthermore, the students must attempt to improve their language vocabulary. Widad Bouhami stated that, Little can be communicated without grammar, and nothing can be communicated without vocabulary.[1] Unfortunately, for Indonesian pupils, expanding their vocabulary is difficult, it caused English is regarded as a foreign language in Indonesia, therefore it is rarely used in daily conversations. So, it is more difficult to learn english vocabulary. With the result that, students do not master in vocabulary well.

On the other hand, to learn English vocabulary students must have the motivation as the way that make the students interest to learn the vocabulary. Motivation has the important aspect in learn english vocabulary and success in learning. Moore and Kearsley argue that, Motivation is a key factor in adult distance learners' performance, and it's frequently mentioned in professional distance education literature.[2] The teacher must introduce the motivation to the students. It

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[1] Widad Bouhami*, Investigating the Effect of Social Media on Improving EFL Students' Vocabulary*, no. June, 2016. http://dspace.univ biskra.dz:8080/jspui/bitstream/123456789/8584/1/a8.pdf.

[2] G Moore,M.G.,& Kearsley, *Distance Education:A Systems View(2nd Ed.).,Belmont,CA: Wadsworth.*, 2005.

will be the first step in order the students will interest to learn about vocabulary. So that, the learning process of mastering the four skills by improved vocabulary will be running efficient and effective. Motivation comes from two part. First, the motivation that stems from inside the individual, and the second, the source of the inspiration someone elses. According to Hasan, he argue that :

> " Student motivation is often parted into two types: Intrinsic motivation and extrinsic motivation. Intrinsic motivation: A student is intrinsically motivated when he or she is motivated from within: Intrinsically motivated students strongly involve themselves in learning out of unique thing, interest, or gratification, or in order to attain their own scholarly and personal objectives. Intrinsically motivated students like to use strategies that need more struggle and that let them to process information more extremely. Extrinsically motivated students are tending to put forth the least amount of struggle necessary to get the most reward."[3]

The role of teachers in the school and the parents at home so influence in building extrinsic motivation for students. On the other hand, to build intrinsics motivation in learning, the students have to find the interest way for them. For instance, they can do some activities that they usually do in their daily behavior so that they like and enjoy the process of learning. As the result, the students have to know, understand and get both of the motivation, because those are influencing each other.

On the other hand, Gardner's motivation theory had a monopoly on second language motivation research. Integrative motivation, which refers to favorable attitudes and sentiments toward the target language group, and instrumental

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[3] Hasan Afzal, *A Study of Students' Motivation and Its Relationship with Their Academic Performance., I*nternational Journal of Business and Managemen*t*, 2010, 80–89.

motivation, which refers to the possible utilitarian benefits of L2 competence, such as a better job or a higher income, were proposed by Gardner and Lambert.[4]

In this era, the most part of humans have familliar with social media. Every generation of humans have to know about social media and use it in their daily life, such as students. However, every day, many students spend endless hours on social media platforms such as Facebook, Whatsapp, Instagram, Youtube, and other similar platforms. Social media as the place for humans in the world to share thoughts, emotions, personal information, photos, and videos. Social media has used by humans in all of this world, so that in social media we will get some kinds of language, such as Indonesia, Malaysia, China, Korea, and especially English because English as the International language and also as the lingua franca for humans' communication. Its will be the motivation and way for students to learn about English vocabulary.

This statement evident with research that has done by Ahmad Youssef Alhaj in Jazan university with title The influence of social media on students' motivation to study medical terminology, Youssef Ahmad establish it was discovered that social media plays a significant role in increasing student motivation, enriching students learning environment with new techniques of education that change the nature of learning limits, and resulting in student learning development.[5]

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[4] Gardner, R. C. & Lambert, W. E. *attitudes and motivation in second language learning*. Rowley, Massachusetts: Newbury House Publishers.

[5] A. Youssef Alhaj, *The influence of social media on students' motivation to study medical terminology.*Jazan University. 2015.

English Study Program is one of the major in Every collage that focus in English skills included Listening, Speaking, Writing and Reading skills that needed English Vocabulary for mastering it four skills. English classes are not enough in mastering the four basic skills and the English Vocabulary for the English students. The Students should follow another way for increasing their English Vocabulary to improve their English skills.

English Study Program is one of major in Tarbiyah faculty at Institude of Islamic Curup (IAIN Curup). It is also one of the major that has "A" accreditation in IAIN Curup. Because of that, English study program must increase their quality include the students to maintain the accreditation. English study program at IAIN Curup has some ways that use to improve their English skill that also can increase Vocabulary acquistion, such as English Community, English Zone, Intensive Course, and others. For instance, in English Community the students learn four basic skill of English such Speaking, Reading, Listening and writing. In this Program the students learn th new words that given by tutors that can add the students Vocabulary. These program have been running for several years. Unfortunately, the students way to learn English Vocabulary and improve their skills through these program not so effective because the time so minimum. So that, the students must apply another way.

On the other hand, based on the early observation, the majority of students in English study program are as the active user of social media such as Instagram, facebook or youtube, where in that social media provide much of English vocabularies, that can they input as their vocabulary acquistion. So that, it can be

their another own ways in learning English vocabulary for improving their English skills. Furthermore, they can learn English vocabulary with simply and fun way through social media and also they will enjoy the learning process. Based on the roles of social media above that can give some advantages for the students' Vocabulary learning the researcher interested to conduct a research to the students in English study program of IAIN Curup. Finally, the researcher conducts her research entitled, **"The Roles of Social Media in Motivating Students in Vocabulary Learning."**

B. Research Question

Based on the preceding context, the researcher state the problems of this research as :

1. What is students' motivations in learning English vocabulary ?
2. What are the Roles of social media that motivate students in vocabulary learning ?

C. Research Objectives

The Objectives of this research were to investigate :

1. The student motivations in learning English vocabulary.
2. The roles of social media that can motivated students in vocabulary learning.

D. Delimitation of the Research

The researcher focused on the investigation of the Roles of socia media in learning English vocabulary at English Study Program in IAIN Curup. The Roles

can give some advantages for students in learning English Vocabulary through social media.

E. Significance of Research

The researcher hopes that this research will be beneficial to others.

1. The lecturers

From this research, the researcher hoped the lecturers more guided students to grow their own motivations for learning English vocabulary and have new ways to help students in learning English vocabulary more effective and efficience.

2. The students

The researcher believed that by doing this study, students would be able to increase their own desire to acquire English vocabulary and learn new approaches to learn English vocabulary.

3. The researcher

For adding the knowledge about ways learn English vocabulary for herself and the students as the future teachers.

F. Definition of Key Term

1. Vocabulary

Vocabulary refers to the words used in a language which controlled by learners. A group of lexemes, comprising single words, compound words, and

idioms, is referred to as a vocabulary.[6] In this research, vocabulary is new words in English of English Tadris Study Program in IAIN Curup both of active English vocabulary and passive English vocabulary.

2. Motivation

   Motivation is a thought used as an incentive to do something in order to achieve a desired targets or goals. Motivation include intrinsic/ extrinsic and integrative/instrumental are the key factor for successing students education. So that, to know their motivation in learning is the important things for the students.

3. Social Media

   Social media enhance learning systems bring new challenges to evaluated learning environment. Social media has the aspects for students motivations. In additional, we can use social media as the ways that help us in learning process be creatively and enjoyable.

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[6] Richard, J. C. and Schmidt, R. *Longman dictionary of language teaching and applied linguistics*. Edinburgh Gate; Pearson Educational Limited, 2002.

BAB II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is which one of the most crucial components of learning the language especially in foreign language. The students can improve their understanding about some knowledge by vocabulary or words. In addition, vocabulary is as a foundation or basic to attainment of the language skills in English. The meaning of vocabulary has specified presenting by some different writers.

One of the English Components that students must master and gain when learning a new language is vocabulary.[7] The terms we teach in the other language are referred to as vocabulary. A new piece of vocabulary, on the other hand, may be more than just a single word: consider post office and mother-in-law, both of which are made up of two or three words yet represent a single notion. It's a good idea to cover all of these scenarios by talking about vocabulary items rather than words.[8]

Moreover, Webster defines vocabulary as a collection of words and phrases organized alphabetically to describe, explain, or translate the range of language. He also defines vocabulary as the total number of words used in a language, whether by

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[7] David Nunan. *Practical English Language Teaching*. American: International Edition. 2003, p. 135-138
[8] Ur, Penn. *A Course in Language Teaching Massachusett*s, Cambridge University Press. 2003, p. 60

class, individually, or in the field.[9] The words can be found in dictionary, newspaper, magazines, journal, social media, and other resource.As a result, vocabulary may be described as a group of words in a language that can be defined, explained, or translated. Without vocabulary it would be imposible to learn language. With vocabulary the learners will have chance to practice English in many skills.

Learning vocabulary is an important component of learning a foreign language. Vocabulary learning, according to Siriwan, is defined as learning a collection or entire stock of words in a language that are used in a certain context. It indicates that comprehension and usage of a language cannot be attained without first building a solid vocabulary basis.[10] According to diamond, The study of word meanings is known as vocabulary.[11] This one included almost the important about vocabulary is not just to know the words but also to know the definition, cause from that you can express your mind about this world.

Vocabulary in context is words or phrases that are helpful in a statement you explain the meaning of strange terms. Oftentimes you can figure out the meanings of new or unfamiliar vocabulary by paying attention to the surrounding language.[12] The students need their own ways to learn and understanding the lesson especially invol, understanding vocabulary in context, base on their habitual activities.

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[9] Webster, *The Lexicon Webster Dictionary English*. New York: Oxford Dictionay (in Nurul Khatimah . *The Influence Of Notices And Warning Game Towards The Students Vocabulary Mastery At The Second Semester of the Eleventh year of SMA Arjuna Bandar Lampung*) 2008. Unpublished Thesis), p. 24

[10] Siriwan M. *English vocabulary learning strategies employed* . Doctoral Dissertation. The University of Suranaree, Malaysia , 2007.

[11] Linda Diamond . *Teaching Vocabulary*, 2007.(http://www.Idonline.org/article/9943).

[12] *(Bringing Words to Life*: Beck, Mckeown, Kucan, 2002)

McCarthy argue that vocabulary is one of the largest elements in learning language.[13] Based on that statement, we know how important vocabulary in learning language, especially English, in order the learners need to learn vocabulary and to know the problems in learning vocabulary. In addition, vocabulary is very important for mastering the four basic skills namely speaking, listening, writing and reading, without vocabulary it is imposible for the learners to develop and improve the language although the teachers have to give all of the clear explanation about the lesson.

The linguist Carol Grifths He summarizes the significance of language learning and states, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words".[14]

From all of the explanation about vocabulary above, The researcher might draw the conclusion that vocabulary refers to words that important for learners to know it as a foundation in studying foreign language and then improve it to develop students' language skills. Vocabulary knowledge is something that will never be completely mastered, that means vocabulary is something expands and deepends over the course of a lifetime. As matter of fact, the learners get their own strategy to mastered the vocabulary based on their daily activities that make the learners enjoyable in learning and improving the English vocabulary.

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[13] McCarthy Michel. *Discourse Analysis for Language Teacher*. (Australian: Cambridge)

[14] Grifths C . *The strategy Factor in Successful Language Learning* , 2013.

2. Kind of Vocabulary

    In terms of word characteristics, vocabulary is divided into two types:

1) Active vocabulary

    Active vocabulary speak of The item that a student can use correctly in speech or writing, also known as productive vocabulary, albeit it is more difficult to put into practice.[15] It indicates that in order to employ effective vocabulary, students must first learn how to pronounce it correctly. Beside that, the students must be familiar with collocations and comprehend the connotation meaning of the terms. This kind is commonly utilized in speaking and writing abilities.

2) Passive vocabulary

    Passive vocabulary, also known as receptive vocabulary, refers to linguistic elements that may be identified and comprehended when reading or listening.[16] Based on the statement, we know that, passive vocabulary usually use in reading and listening.

    There are four categories of vocabulary that are confident in their understanding and use of the term:[17]

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[15] Penny Ur, *A Course in Language Teaching* : Practice and Theory. New York : Cambridge University Press, 1996. p: 60.
[16]Dwi Purwoningsih, *Using Visual Dictionary in Teaching Vocabulary to Elementary School Students*, State University of Semarang, 2007. p: 14.
[17] http://www.english-for-students.com/*types-of-vocabulary*.html

1) Listening Vocabulary

This sort of vocabulary relates to words that we hear and understand. When a fetus is sixteen weeks old, he or she can sense sound. Furthermore, when newborns are awake, they continue to listen to different words, and as a result, we grow up listening to diverse words, learning so many words throughout our lives. Most of us can identify and comprehend about 50.000 words by the time we reach adulthood. Deaf children are introduced to visual hearing in the same way that they are exposed to sign language. However, the quantity of words produced in this situation is considerably smaller than that of a typical child's secondary listening vocabulary.

2) Speaking vocabulary

Speaking vocabulary refers to the words we speak. Our speaking vocabulary is restricted. Most of the adults use almost 5000 to 10.000 words for communication (for communication and giving instructions). The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage.

3) Reading vocabulary

This vocabulary refers to words we recognise when we read any text. We read and understand many words, but we do not use them in speaking vocabulary. If a person is a reader then this type of vocabulary happens to be the second largest vocabulary. Needless to say, vocabulary grows with reading.

4) Writing vocabulary

This type of vocabulary represents those words which we regain while writing to express ourselves. It is very easy to explain ourselves verbally by using facial expressions and modulation of voice, but using the same words for communicating the same concept or throught through writing is not that easy. Our writing vocabulary is intensely affected by the words we can spell.

3. Improving Students' Vocabulary

A limited vocabulary inhibits students from expressing their thoughts and ideas, but a large vocabulary allows them to utilize the appropriate words at the appropriate moment. According to Edwards, there are effective techniques to help children enhance their vocabulary:[18]

a. Be aware of words

Many pupils who do not have a strong command of the English language do not pay attention to the words that surround them. The first step toward increasing one's vocabulary is to begin paying attention to the words around them.

b. Reading

Reading is an important tool for students who want to acquire new and fascinating terms. You may read periodicals, novels, newspapers, or text from your social media feeds. Write down any unfamiliar words you come across.

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[18] Edward. *Ways to Improve Your Study Habits,* 2006.

c. Use dictionary

It is beneficial to use a dictionary to determine the meaning of terms that you come across when reading. A dictionary, on the other hand, includes information on the terms as well as how to use the words. It can serve as a basic reference aid while the student is performing a job that requires the use of words.

d. Use index cards to study

The new term should be written on an index card by the students. Then, on the reverse of the card, write the definition as well as a phrase that uses the term. This card should be carried by students at all times.

e. Review vocabulary words regularly

Keep the index cards and memorize the terms in a few minutes. The text put on the index card must be visible at all times. As a result, the student is able to read the words.

f. Try vocabulary- building books

Some students benefit greatly from vocabulary-building books or websites. If the student enjoys completing the activity, these may be a great benefit.

B. Motivation

1. The Definition of Motivation

Motivation is a public word for people currently. There are some people that introdue and recapture what motivation is for the people. It might be through seminars, television shows, and other means. These programs encourage people to

have a more positive outlook on life and to strive to be better than they were before. For this study, the researcher desires to know what motivation is for her own understanding to do the research latter.

Motivation is defined differently by theorists. The majority of them have the same viewpoint, but they express it in different ways. Agreeing to Woolfolk, motivation is usually defined as an internal state that arouses, directs, and maintains behavior.[19] Santrock also defined that motivation involves the processes that energize, direct, and sustain behavior.[20] Schunk and friends also state that motivation is the process whereby goal-directed activity is instigated and sustained.[21] It indicates that motivation may drive a person's conduct in order for him or her to attain his or her goals. By motivation, a person has a reason and enthusiasts to accomplish anything in his or her life. As the results we know that how important motivation to achieve the targets.

According to Jeremy Harmer, he argue that a motivation is a state of cognitive arousal that prompts a choice to act 'as a consequence of which there is continuous intellectual and/or physical effort' so that the individual can attain some 'previously established a goal'.[22] The desire to learn will be examined in this study; it is a type of internal and external drive that pushes students who are learning about

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[19] Anita Woolfolk. *Educational Psychology* . Boston: Pearson Education, Inc., 2007, 10th Edition, p. 372.
[20] John Santrock. *Educational Psychology* . New York: McGraw Hill, 2011, 5th Edition, p. 438.
[21] Dale H. Schunk et al., *Motivation in Education –theory, research, and applications-* .New Jersey: Pearson Education, Inc., 2008, 3rd Edition, p. 4.
[22] *Op.Cit.*, P. 51

anything to improve their attitude, and it is typically impacted by various supportive elements, which they are:[23]

   a. Desire to success

   b. There is pushing of study

   c. There are necessities in study

   d. There is expectation in future

   e. Appreciation in the learning process

   f. There are attractive activities in the teaching learning process

   g. Good learning environment

Motivation is one of the most essential variables influencing English learning performance. Maintaining a high level of motivation during a time of language acquisition is one of the most effective methods to make the entire process more successful. Because each student is driven differently, the instructor must find the proper mix of incentives to achieve and disincentives to fail, encouragement, and a conducive learning atmosphere for students.

That is to say, motivation can be the key to good learning. A lack of motivation might lead to the failure of a good planning process. As can be seen, motivation is essential in the learning process. Aronson also notes in his book that

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[23] Hamzah B. Uno, *TeoriMotivasi&Pengukurannya* .Analisis di BidangPendidikan. Jakarta: PenerbitBumiAksara, 2008, P.23.

the function of motivation in performance is a significant component, according to numerous academics.[24]

The researcher finds that motivation is typically defined as the energy required to support all of the goals that individuals have set for themselves. Motivation may serve as a guide to exert some effort in order to accomplish what individuals desire. Motivation as a direction and as the motivation for people to accomplish something, including do anything or learn something.

Because this study is about student motivation, the researcher must understand how motivation works in students. Ur assists the researcher in comprehending it by utilizing these qualities of driven learners:

a) Positive task orientation, it means that the learners have willing to undertake the tasks and challenges and also confidence in their success.

b) Ego-involvement, it means that the learners feel the important of the learning for themselves.

c) Need for achievement, means that the learners have a need to achieve and overcome difficulties and succeed.

d) High aspiration, can be assumed that the learners are ambitious in getting the best learning for their own self.

e) Goal orientation, it assumes that the learners know better with what they have to achieve in learning process.

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[24] Joshua Aronson . *Improving Academic Achievement –Impact of Psychological Factors on Education- .* New York: Academic Press, 2002, p. 38.

f) Perseverance, it means that the learners have the high level in doing their efforts.

g) Tolerance of ambiguity, the ambiguity is not the big problem for the learners.[25]

Based on Ur's description, the researcher concludes that require attainment and high aspiration points may coexist in one description since it represents the learner's want to reach their learning objectives. The researcher concludes that a motivated learner will put forth the most effort to overcome their learning challenges, will be eager to complete the challenges, will be ambitious, will understand their learning goals, will adapt in a confusing meaning as a learning process, and will never be hesitant in learning. These qualities might serve as a description for the researcher to determine which learners are motivated in their learning process.

2. The Influence Factors of Motivation

Motivation also includes elements that can impact how motivation might be diminished or enhanced during the learning process. The researcher acquires this by Williams and Burden cited in Dornyei, they clasified that there were thirteen factors which affected the students in the learning process.[26] The factors including 13 items of intrinsic motivation and 13 items of extrinsic motivation.

a. Internal Factors

1) The students always concerned in learning English

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[25]Penny Ur, A Course in Language *Teaching –Practice and Theory-* .Cambridge: Cambridge University Press, 2009, p. 275.

[26] Z. Dornyei. *Motivational Strategies in the Language Classroom*. New York:Cambridge Univercitypress. 2001

2) The students like reading English News, article, story or books

3) The students like Watching English movies or Television program

4) The students Enjoy exploring English from youtube

5) The students like to listening English music

6) The student enjoy meeting and talking with foreign people in English

7) The students really enjoy English class Program

8) The students enjoy using English in daily activity

9) The students feel comfortable and excited when speak English in front of they friends

10) The students like to study or live in English speaking country

11) The students interested in the lifestyle and culture of English speaking country

12) The students wouldlike to have a job in which they can use English

13) The student like to try to use English which they have learned.

b. External Factors

1) The students only study English to fulfill the university language requirements

2) The students study English to get the good score in English subject

3) Everyone study English, so the students do it

4) Being able to speak English will adding the social status

5) Learning English for finding a better job in the future

6) English is an international language

7) People will respect more if the students can learn English well

8) English can help to do better in other academic subject

9) English usefull in searching information on the internet and social media

10) Studying English is usefull to mak "status" whatssapp or Instagram

11) Someone expect the students to study English well

12) The students interest in studying English because of good facilities.

13) The English lecturer could motivate students to enjoy the English class

In each factors researcher then related it to the objects of the research that needed. Based on the theory of the factors that effected students' motivation in learning proses the researcher related it to the English Vocabulary based on the research needed in order for answering the the research question about the students motivations in learning English Vocabulary.

3. kinds of Motivation

There are two types of motivation. These types of motivation are classified based on how the motivation arises and the circumstances that surround the individual. They are extrinsic motivation and intrinsic motivation.

a) Intrinsic Motivation

Intrinsic motivation is defined as self-initiated task involvement with no obvious external benefits other than the action itself.[27] It indicates that

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[27]Dai, David Yun and Robert J. Sternberg (eds.), *Motivation, Emotion, and Cognition – Integrative Perspective on Intellectual Functioning and Developmen*t-, New Jersey: Lawrence Erlbaum Associates, Inc., 2004.

intrinsic motivation may be a factor in someone accomplishing something or performing a task. If a person finds learning fascinating, it indicates that he or she has intrinsic drive. According to the study, intrinsic drive is an energy and a purpose that people get from inside themselves. This has never been influenced by anything outside of itself. This drive might be as a kind of self-satisfaction. The desire to study or accomplish something indicates that a person has intrinsic drive.

b) Extrinsic Motivation

Motivation may be defined as extrinsic motivation when it is impacted by external factors. Influences can take the form of both incentives and penalties. For example, a girl may study hard because her mother would reward her with new dolls if she achieves the highest possible grade. It's the same as what Alderman says. According to Alderman, extrinsic motivation arises when pupils engage in activities for reasons other than themselves, such as praise, grades, special privileges, certificates, or monetary incentives.[28]

On the other hand, According to Krashen, there are two forms of motivation when it comes to learning a second or foreign language:

a) Integrative motivation is Consider utilizing ESL/EFL for social engagement when learners wish to be a member of a social community speaking or local society. It denotes a desire in students while studying a target language to

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[28] M. Kay Alderman, *Motivation for Achievement –Possibilities for Teaching and Learning* .New Jersey: Lawrence Erlbaum Associates, Inc., 2004, 2nd Edition, p. 247.

interact with individuals who speak that language, and they are socialized to converse with such a group, admire its culture, and become integrated into the society in which the language is spoken. In other words, it is based on an interest in practicing a second or a foreign language as an aspiration to study it or accompany with people who use it for romance goals or for sharing purposes, or it is based on using it to join a second or a foreign language new community that uses the target language in its social interactions, Integrative motivation is achieved through the development of competency in the target language.

b) Instrumental motivation refers to students learning a second language in order to further their professional or employment opportunities, gain respect and authority, obtain access to experiential and practical information, or just achieve excellent grades on schoolwork.[29]

C. Social Media

1. Definition of Social Media

Social media presents as the result from the develop of technology. Social media is useful for a lot of people, such as children, teenagers, adults and others. On the other hand, Social media as the ways for people to communicate freely sharing information and discussion about their live with each people as the user of social media. Social media also used for many different reasons beside communication such as friendship, advertisements and etc. Those are able to show through personal words, pictures, videos and audio.

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[29] Saville-Troike, 2012. P.101.

According to Dewing, social media refers to a broad range of internet-based and mobile services that enable users to participate in online exchanges, contribute user-created content, and join online communities.[30] As a matter of fact, there are several definitions of the social media idea since it is a broad phrase that encompasses a wide variety of websites.

Lieb argue that Social media is a type of digital, content-based communication that is facilitated by a variety of online technologies. [31] Merriam-Webster defines social media as forms of electronic communication such as web sites for social networking and micro-blogging through which users build online communities to exchange information, ideas, personal messages, and other content such as video.

Table 1.Types of social media

Social Network	Videos	Pictures	Stream	Blog Flatrorms
Perfspot Facebook Bebo Myspace Orkut Hi5	Viddler Metacafe Youtube Blip.tv Hulu Vimeo	Flickr Smugmug Zoomr Picasa Fotopedia Facebook	Twitter Plurk Identi.ca	Blogger Typepad Movable

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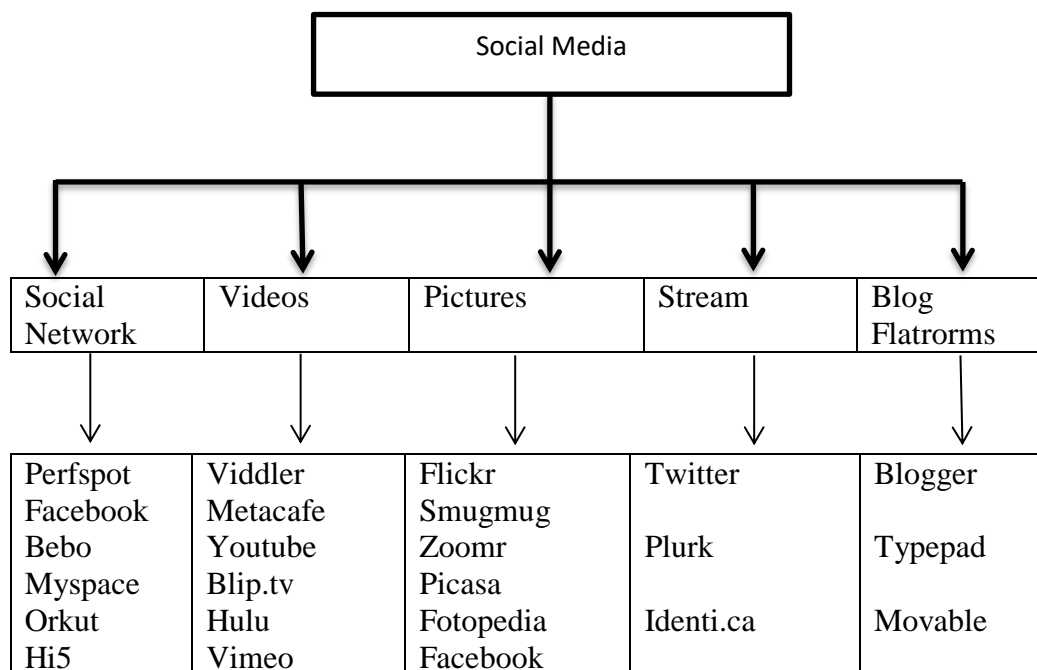
[30] Dewing . *Social media* . social affaires division . Library of Parlement, 2010.

[31] Rebecca Lieb. *The Truth About Search Engine Optimizatio,* 2012.

Google+ Tagged	Socialcam Dailymotion Break.com Vevo Brightcove TED,etc	camera Dailybooth Picplz Instagram Hipstamatic	Lifestream.fm AOL Friendfeed Status.net SocialSpring Streams	Type Tumblr WordPress Posterous Squaresoace

" Introducing the Conversation Prism", Adapted from solis (2012, p.24)

2. Social Media Forms

According to Dewing, social media websites such as Youtube, Twitter, and Facebook have grown increasingly popular among internet users who want to share their thoughts, videos, and other activities online. Social media encompasses a wide range of digital technologies, including Facebook, YouTube, Instagram, Twitter, Linked, Myspace, and email.

a. Facebook

Facebook founded in 2004 by " Mark Zuckerberg". Facebook is a massive online community and one of the most popular websites on the internet. Rosen explains that the term Facebook comes from the tiny picture books that collages used to give to incoming freshman and professors to help them deal with meeting so many new people.[32] Facebook allows registered users to build profiles, post photos and videos, send messages, and join user groups with similar interests in order to stay in touch with friends, family, and coworkers.

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[32] Rosen. *Facebook's effect on Subtle Emotion Decoding,Academic Perfprmance , and Identity protection* . The Faculty of the Communication Departmentat Southern Utah University, 2007.

b. Instagram

Instagram launched in october 2010, it was created by Kevin Systrom and Mike Krieger. Instagram (also known informally as IG or Insta)[33] is an American photo and video-sharing social networking service owned by facebook,inc. Users may post images and videos to Instagram, which can then be altered with various effects and grouped with tags and location information.

c. Google

Google is a social networking initiative that aims to imitate how people connect offline more precisely than existing social networking sites. The project's tagline is Real-life sharing reimagined for the web.

d. Twitter

Twitter is a social networking and microblogging website that users prefer to use for brief communications of 140 characters. It allows registered individuals to broadcast short entries called tweets. It is one of the fastest-growing networks, and it was initially meant for users to publish answers to questions "What am I doing" . Twitter users can utilize different platforms and devices to broadcast tweets and follow other users' tweets. Tweeter users can follow persons who are of interest to them.

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[33] CBBC Newsround . *Do You know what social media rules you've signed up to?*,2018.

e. Electronic mail

According to Pranjal, Bogawar, and Kishor, electronic mail, often known as email, was invented by Ray Tomlinson[34]. It is a means of sending digital communications from one person to another.

3. The Roles of Social Media

According to the Indian Journal of Applied Linguistics, under the heading The Necessary Role of Social Media in Motivating Students to EFL Acquisition at the Tertiary Level, The study discovered that social media does play a major role in English language learning since it allows English language learners to enhance their listening, speaking, writing, reading, grammar, and vocabulary.[35] The social media tools which the researchers discussed earlier helped the language teachers and learners to stay connected and learn/teach English through making fun. They help to create positive impact among learners/teachers and directly helping both with new/ innovative techniques to learn/teach English. These are some Roles of Social Media in Learning English.

a. Social Media Promotes Self-Learning

When the students have stressed that social media is an effective means of promoting self-learning. So, these networks have a great ability to convey information to the mind of the recipient with ease and spontaneity, and to remove the sense of alienation that some students may have in the classroom.

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[34] Pranjal S. Bogawar . Kishor K . Bhoyar . *Email Mining*. Nagpur University .India, 2012.

[35] Hago, Omer ELSheikh & Ahmed , Waquar Khan. *The Necessary Role of Social Media in Motivating Students to EFL Acquisition at Tertiary Level*. INDIAN JOURNAL OF APPLIED LINGUISTICS, 2020.

b. Social media is attractive to learn English

This is clearly reflecting the attractive nature of social media in motivating learners to devote more time using social media in learning English.

c. Social media motivates students to participate effectively in the classroom

Thus, a classroom atmosphere where social media motivates students to participate effectively is desirable for the learning of English language. Moreover, once the responses reveal that the learners have been attracted when using social media that means they are stimulated and pleased. So, we can say that social media reinforces motivations, and selfdetermination in students' learning atmosphere.

d. Social media develops students' listening and speaking skills

EFL students who do not live in an English-speaking environment are particularly benefiting from social media in developing students' listening and speaking skills. Learners who are in such atmosphere may rely on social media as it can offer them with a real-life language input.

e. Social media instructs students to break the barrier of fear and shyness

Thus, one can say that the social media environment opens, another channel of freedom, where shy students can engage with questions to lecturers and follow conversations, when they would have been frightened to do so in a lecture hall full of many people. Finally, it could be said that social media instructs students to break the barrier of fear and shyness.

f. Social media is an effective means of learning

At the same time, many researchers have indicated thatSocial media engagement is becoming as crucial to most students as face-to-face connection. The formation of an English language vocabulary is simple nowadays since a student may obtain assistance from online sources. According to Dyrud, Worley & Flatley There are online blogs available on the internet, and English students can benefit from them by exchanging knowledge.[36] Similarly, Mutum and Wang emphasized the concept that visitors to online blogs and social media sites write messages and leave comments on various topics, which improves learners' English language proficiency.[37] There are online groups that can help you learn English and expand your vocabulary. [38]

g. Social media develops students' ammunition for language

According to Linse "Language ability of learners will be improved overall by vocabulary improvement" now the light of the above mentioned statement social media is one of the most important way of improving vocabulary of English language and learners can read different type texts available on Facebook, fresh and new information about the world on Twitter and also the reviews of various departments of people about different issues,

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[36] Worley, R. B., Dyrud, M. A., & M. E. Flatley. 2005. *Blogging for enhanced teaching and learning. Business Communication Quarterly*, 68/1, 77-80.
[37]Mutum, D. & Wang, Q. 2010. *Consumer generated advertising in blogs*. In Neal M. Burns, Terry Daugherty & Matthew S. Eastin (Eds.), *Handbook of Research on Digital Media and Advertising: User Generated Content Consumption* (pp. 248-261). IGI Global: N.T.T.
[38]Goodwin-Jones, R. 2003. *Blogs and wikis: Environments for on-line collaboration*. Language Learning and Technology, 7/2, 12-16.

and EFL learners can learn a large number of new words and phrases without going to library or read different text books.[39] As a result, it is highly suggested that learning specific vocabulary is more significant than studying parts of grammar as the fundamental requirement for learning a language. Vocabulary games bring real-world context into the classroom and improve students' communicative and flexible use of English.[40]

h. Social media provides original educational material

An significant topic is whether social media are considered as information sources, like conventional media, or as influencers in opinion formation, like interpersonal or word-of-mouth WOM communication. Dimensional models may be used to define national cultural values and assist explain and forecast behavior to better understand how culture impacts how individuals communicate and utilize media.[41]

i. Social media breaks cultural barriers

According to Chen, the impact of digital or new media on human civilization may be seen in cognition, social effect, and a new kind of aesthetics.[42] Cognitively, new media necessitates a nonlinear character and the establishment of content expectations, which has a direct impact on how people utilize media. Socially, the most visible influence of new media is the

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[39]Linse, C. T. 2006. *Practical English Language Teaching: Young Learners*. New York, NY: McGraw-Hill.
[40]Huyen, N. T. T. & Nga, K. T. T. 2003. *Learning vocabulary through games*. Asian EFL Journal, 5/4, 90-105.
[41]Hofstede, G. 2001. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Thousand Oaks, CA: Sage.
[42]Chen, G. M. 2007. *Media (literacy) education in the United States*. China Media Research, 3/3, 87-103.

effect of demassification, which implies that the conventional design for a big group of people has changed, the homogenous audience is being replaced by a distinctive and unique appeal, allowing the audience to access and generate the message they want to convey.[43] Visually, new media introduces a fresh digital aesthetic perspective, such as, "interactivity, manipulation, the prepurposing and repurposing of content across media, deliberate creation of virtual experience, and sampling as a means of generating new content".[44] The new media is also a major driver propelling the globalization trend in human civilization. The globalization movement has resulted in the change of nearly every element of human civilization. Globalization, for example, has altered people's perceptions of what it means to be a part of a community, redefined the meaning of cultural identity and civic society, and necessitated a new approach to intercultural engagement.[45]Accordingly, researchers think that breaking cultural barriers through social media can play great role in learning English as a foreign language.

j. Social media enables students mastering the English language culture

When social media was established, it created a new avenue for individuals, particularly the younger generation, to interact with one another based on shared interests, objectives, and even ideals.[46] People may now have

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[43]Olson, S. R. & Pollard, T. 2004. *The muse pixelipe: Digitalization and media literacy education.* American Behavioral Scientist, 48/2, 248-255.

[44]Ibid.

[45] Chen & Zhang, K. 2010. *New media and cultural identity in the global society*. In R. Taiwo (Ed.), Handbook of Research on Discourse Behavior and Digital Communication: Language Structures and Social Interaction (pp. 801-815). Hershey, PA: Idea Group Inc.

[46]Arroyo, R. J. *Embracing the culture of a younger generation Available online*: *<http://www.huffingtonpost.com/raymond-j-arroyo/ embracing-generationy_b_1860345.html>*.

access to vital knowledge and fashionable online culture in order to learn about previously unknown topics, as well as new values and communication symbols designed for learning in an online environment that gives rise to new cultural cues.[47] Agreeing to Asad, Mamum & Clement, People may exchange their ideas and information with one another, which helps them learn more about the world and themselves.[48] Asad goes on to say that social networking sites have become increasingly integrated into the way many people today act, think, and relate to one another, and that as a result, social networking sites have a wide range of implications in the field of education, with implications for students, educators, administrators, and parents.[49] As a result, media discourse is essential both for what learners disclose about rich and genuine materials and for what it adds to the educational concept. According to applied linguists and sociolinguists, while learning any language, we must stress cultural elements since, as Halliday claims, language is socially created. As a result, removing language from its social context renders it useless.[50] This implies that the language of the media is genuine to life and an actual source for accent, dialect, style, and so on, it may be utilized as a model in the classroom for language learners.

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[47]Quader, S. B. 2014. *Online SNS usage patterns of undergraduate students in private universities of Dhaka, Bangladesh*. Shams Quader.

[48]Asad, S., Mamun, M. A. & Clement, C. K. 2012. *The effect of social networking sites to the lifestyles of teachers and students in higher educational institutions*. International Journal of Basic and Applied Sciences, 1/4, 498-510.

[49] Ibid.

[50] M.A.K, Halliday. 1994. *An Introduction to Functional Grammar.* 2nd ed. London: Edward Arnold.

k. Social media is an effective teaching method

A new age of teaching and learning is emerging: a student-centered, technologically and socially rich environment that offers educational achievements across the board. This new age embraces the bi-focal perspective that high-quality education is formed by changes in the characteristics of student learners and how they utilize new technologies to communicate knowledge. One thing is certain: the confluence of social networking technology and a new always-on pedagogy is fast transforming the face of education.[51] Social networking is gaining popularity as an excellent teaching tool. It has evolved and is continuously striving for a better educational environment. An environment that promotes students' total growth, which includes not only academic excellence but also the ability to present oneself in a socially sound and acceptable manner.

l. Social media is the best supportive tool for the low level students

m. Social media develop social concepts related to English

As a common fact, the power of social media is the ability to connect and share information with anyone globally, or with many people simultaneously.

n. Social media students can explore the similarities and differences between their language and English

o. Social media reduces individual differences among students

When used to decrease individual disparities among pupils, social media has benefits. It encourages more social contact through electronic means; it

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[51] Braid & Fisher. 2005 *Utilizing Social Networking Media to Support 'Always on' Learning Style*. Baywood Publishing.

expands access to knowledge and information sources; and it fosters innovation among individuals; It provides individuals with a sense of belonging among users of the same social networking sites; eliminates obstacles to group engagement and communications such as distance and social/economic status; and increases the technological proficiency levels of regular social media users.[52]

p. Social media encourages collective learning

The other important aspect of social media use is that it encourages EFL learners to play various games according to Betteridge & Buckby Games bring interest to subjects that students may not find very fascinating. Sustaining interest may imply maintaining effort.

q. Social media should be a component of the English language curriculum

r. Social media facilitates communication with teachers

Social media makes it easier and more easy to obtain information, contribute information, and communicate. Teachers and students are linked and can utilize social media for educational purposes. Social media allows teachers to stay in touch with their students both on and off campus. Teachers utilize social media to teach by creating groups and accounts for students where students may access material. Teachers can collaborate on ideas and direct students to learning resources. Teachers create confusion tags that permit students to tag their academic posts, and view submissions to see what the collective has creatively produced. One of the main reasons behind

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[52] Zwart, M. D., Lindsay, D., Henderson, M. & Phillips, M. 2011. Teenageers, Legal Risks and Social Networking Sites. Victoria, Australia: Victoria Law Foundation.

teachers familiarizing to social media in classrooms is that they can do marketing via social media. Not only they are able to make the work easy but also are classifying themselves professionally, creating a name for them in the community. Facebook pages, twitter accounts, various blog sites and YouTube channels are the examples where students can see teachers doing best in their stream. Finally, one can say that social media can help teachers in getting the high reputation.

s. Social media facilitates communication with colleagues

The language of the media is ideologically charged and contributes to both surface features of language such as accent, dialect, and style, as well as underlying knowledge that creates knowledge gaps between participants. Vocabulary, the foundation of every language, is likely the most difficult and time-consuming aspect of learning a foreign language. Once you've mastered the foundations of a language, it takes time and flows like a continuous process (pronunciation, orthography and basic grammar). Learners become acquainted with the words they encounter during this process. In conclusion, learners are enthusiastically sharing, commenting, liking, following all across social media while universities are going a step forward to make their presence touched.

t. Social media is available

It comes as no disclosure that there is a close connection between social media and students. So, having such connection and availability will guarantee concrete elements in the atmosphere where the social media is

available. These elements are: purposeful connectivity, potential professional community building, parental involvement, visibility advantage, and finally, building social credibility.

u. Social media is easy to use

Social media has gained a lot of force in the past few years. As almost learners have smartphones with them, it becomes easier for them to use social media. Everyone is expected to have an account in any one of the social media websites. Social media plays a significant role in learner's life.

D. Previous Related Finding

Dissertation that submitted by Widad Bouhami to fulfilment of the master 2 degree in sciences of language in title Investigating the Impact of Social Media on Improving EFL students' Vocabulary realized that this research confirms us two hypotheses that using social media can improve EFL students' vocabulary knowledge.[53] In general, the obtained results asserted that social media is really helpful and effective in improving vocabulary.

Submitted to Professor Martin Sivula, Ph.D. in title The Effects of Social Media on College Students, this research has revealed that college students were likely to be affected by social media.[54] Social media is attractive; it not only provides college students another world to make friends, also provides a good way to release pressure. To some degree, it absolutely affects the lives of college students

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[53] Widad Bouhami. *Investigating the Impact of Social Media on Improving EFL students' Vocabulary*. 2016

[54] Martin Sivula. *The Effects of Social Media on College Students*. 2011

including the grades. This research also indicates that an approach is needed to better balance the relationship between social media and academic study. Therefore, college students should think more about the balancing equation of social media and academics.

Students' Motivations for Social Media Enhanced Studying and Learning on an international journal described research on students' motivations for social networking site usage in the context of studies. The results showed that such an environment with social aspects connected to studying and student life in various levels is means of enhancing studies and basically a needed tool, especially for students in the early phase of studies in a new university. The motivation should be still encouraged by the system itself when it relies on students' own voluntary activity.

In this research, the researcher focused on the investigation of the Roles of social media in motivating students in Vocabulary learning at English Study Program in IAIN Curup. The researcher want to know the students' motivations in learning English Vocabulary through social media and the roles of social media that can motivated students in vocabulary learning.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The research process include recognizing a management problem or opportunity, converting that problem or opportunity into a research problem, and collecting, analyzing, and reporting the information described in the research problem.[55] Given the objective of the study and the nature of the problem, the researcher will employ a descriptive design that has been given in a quantitative format in this study. The descriptive research aimed to describe the data and characteristic about what is being studied. The researcher did not only collect the data but also did analysis of the data and make the conclution of the data that will provide an account or description or individuals, group or situations.[56] Its mean the collected data with descriptive researcher used to describe the roles of social media in motivating students in vocabulary learning.

Heigham noted that the quantitative research cycle is typically described as linear, with each stage being carried out one after the other: research questions are

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[55] Kervin, J, B *.Methods of Business Research,* New York, HarperCollins Publisher Inc, 2004.

[56] Polit D.F, Hungler B.P. *Nursing Research, Principles And Methods* (6th Ed) philadelphia, lippincott, 1999.

formed, data is collected, statistically evaluated, and findings are written up.[57] It means that the quantitative research has relationship each variable and the data explained in statistic or numbering. In this research, the finding data is formulate and researcher follows a ser of prescribed steps, quantitative research done to looked the roles of social media in motivating students in vocabulary learning.

In addition, the researcher used the descriptive quantitative method because the researcher want to know the motivation of the students first and then want to know the roles of social media that can motivated students in vocabulary learning for students of English study program in IAIN Curup.

B. Population and Sample

1. Population

Margono state that, population is the whole subjects of research that become our notice in the scope and time what we determine.[58] Population relate to the data. In other hand, population is all subject in research. The population of this research is English students at IAIN Curup. The total of students are 255 that included 73 students from second semester, 67 students from fourth semester, 58 students from sixth semester and 57 students from eighth semester.

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[57] Heigham, Juanita and Robert A. Croker. *Quantitative research in applied linguistic*. (Pagrave macmillan: London. 2009), p.10

[58] Margono S, *"Metodologi Penelitian Pendidikan"*, PT Rineka Cipta, Jakarta:2004, P.18

2. Sample

Sudjana mentioned that sample is a part of population that has same characteristic so that can represent the population as sample.[59] Meanwhile, According Sugiyono said that the sample is a part of a number and characteristic owned by the population.[60] So, the researcher concluded that sample is a part of representative of population which is researched. The characteristics that needed in this research are the students that have been adapted with the atmosphere of English Study Program and the students that have learned the four basic skills in English.

In this research the researcher used convenience sampling. In convenience samples, subjects more readily accessible to the researcher are more likely to be included.[61] As the result the total respondents of this research is 97 students that given pasticipate in this research included second, fourth and sixth semester of English Tadris Study Program as the sample that has the characteristic that researcher needed.

C. Techniques of Collecting the Data

The data are the power of the research, so they are needed in a research. There are no researches without collecting for the data. The collected data must be valid and give the true information. The researcher used questionnaire methodologies to obtain data for both research topics in this study.

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[59] Nana Sudjana, *ibid* P. 85

[60] Sugiyono. *Metode Peneltian Kuantitatif, Kualitatif, dan R & D. Bandung* : Alfabeta. 2012. P.81

[61] Hu Li, Za Zhi. *A comparison of convenience sampling and purposive sampling*. 2014. P.105

1. Questionnaire

In collecting the data for first question that is about what is students motivation in learning vocabulary, the questionnaire was developed from William and Burden's, as stated in Dornyei, and included 13 items of intrinsic motivation and 13 items of extrinsic incentive, with the main goal of answering the research objectives in this study. It is utilized to see what sort of motivation students have in learning English Vocabulary. For answering the research question the researcher used the theory then create it to be questionnaire in form is google form. In this questionnaire, students were asked to answer 'Yes' or 'No' questions on their motivation. The researcher asks the participants numerous questions regarding their experience acquiring English vocabulary.

Regarding the second research question about the what roles of social media that motivated students in vocabulary learning through social media, the researcher used close-ended questionnaire. The questionnaire then give to the respondents to answer in form is google form. The questionnaire is a commonly used and helpful instrument for gathering survey information, giving organized, typically numerical data, being able to be delivered without the researcher's presence, and often being very simple to evaluate. In this research, the questionnaire is given to the students in order to know about the roles of social media in motivating students in vocabulary learning.

D. Instrument of Research

This research used the instruments such the following below :

1. Questionnaire

    This questionnaire below for collecting the data to anser research question about students motivation in learning English Vocabulary and the roles of social media in motivating students in vocabulary learning.

    a. The motivations of the students in learning English Vocabulary

        For counting the data from this questionnaire the researcher give each score for each options.

        Score for each options in likert scale :

Yes	No
1	0

Table 2. Blueprint of Intrinsic and Extrinsic factors of students' motivation.

Indicators	Sub-Indicators	Statement
internal factors (Intrinsic motivation)	The students always interested in learning English vocabulary.	I am always interested in learning English vocabulary.
	The students like reading English news, article, a story for learning English vocabulary.	I like reading English news, article, a story for learning English Vocabulary.
	The students like watching English movies or television programs for learning English vocabulary.	I like watching English movies or television programs for learning English vocabulary.
	The students enjoy exploring about English for learning English Vocabulary.	I enjoy exploring about English for learning English Vocabulary.
	The students like listening to English music for learning English Vocabulary.	I like listening to English music for learning English Vocabulary.
	The students enjoy meeting and talking with foreign people in English for learning English Vocabulary.	I enjoy meeting and talking with foreign people in English for learning English

		Vocabulary.
	The students enjoy the English class program hope they can learning then increasing English Vocabulary.	I enjoy the English class program because I hope I can learning and increasing my English Vocabulary.
	The students enjoy using English in daily activity for learning and increasing English Vocabulary.	I always use English in my daily activity for learning and increasing my English Vocabulary.
	The students feel comfortable and excited when learned English Vocabulary.	I feel comfortable and excited when I have learned English Vocabulary.
	The students like to study or live in an English-speaking environment in order they can learning English Vocabulary.	I like to study or live in an English-speaking environment because I hope I can learn and increase my English Vocabulary.
	The students interested in learning English Vocabulary about the lifestyle and culture of English speaking country.	I am interested in learning English Vocabulary about the lifestyle and culture of English speaking country.
	The students like for doing a job which they can learn English Vocabulary.	I like to do a job which I can learn about English Vocabulary.
	The students like to try to use English Vocabulary which they have learned.	I would like to try to use the English Vocabulary which I have learned.
External Factors (extrinsic Motivations)	The students only learn English Vocabulary because it is must from the lecturers.	I learn English Vocabulary because it is a must from my lecturers.
	The students learn English Vocabulary to get a good score in English subject.	I learn English Vocabulary to get a good score in English subject.
	Everyone learn about English Vocabulary, so the students do it.	I learn English Vocabulary because everyone do it.
	Being able to speak English will adding the social status.	Being able to speak English will add to my social status.

Learning English Vocabulary for finding a better job in the future.	I learn English Vocabulary to find a better job in the future.
The students learn English Vocabulary because English is an international language.	I learn English Vocabulary because English is an international language.
People will respect more if the students can learn EnglisH Vocabulary well.	I study English Vocabulary for pride.
English Vocabulary can help to do better in other academic subjects.	I learn English Vocabulary because it can help me to do better in other academic subjects.
Learning English Vocabulary is useful in searching for information on the internet and social media.	I learn English Vocabulary because it is useful in searching for information on the internet and social media.
Studying English Vocabulary is usefull to make "status" on whatsapp or Instagram.	I learn English Vocabulary to promote in social media.
Someone expects the students to learn English Vocabulary well.	Someone expects me to learn about English Vocabulary well.
The students interest in studying English Vocabulary because of the good facilities.	I interest in studying English Vocabulary because of the good facilities (books, learning media).
The English lecturers could motivate students to enjoy the learning English Vocabulary process.	The English lecturers could motivate students to enjoy the learning English Vocabulary process.

b. The roles of social media that motivated students in vocabulary learning

The students just gave the answer based on their perception toward

the roles of social media by give a sign (√) to the options to indicate their

choise. The questionnaire designedby researcher used linkert scale measuring with five options, where the options of linkert scale could be shortened in the form as bellow.

Strongly Agree   : SA   Disagree: D

Agree   : A

Strongly Disagree   : SD   Neutral: N

Score for each options in likert scale :

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Table 3. The Roles of social media.

No	Indicators	Statements	SA	A	N	D	SD
1	Social media promote self-learning	social media promote self-learning so that the students are motivated to learn English Vocabulary with ease and spontancity.					
2.	Social media is attractive for learning English	Social media is attractive for learning English so that the students are motivated to devote more time using social media in learning English Vocabulary.					
3.	Social media motivates students to participate effectively in the classroom	Social media motivates students to participate effectively in the classroom, be pleased in learning English Vocabulary through social media.					
4.	Social media develops students' listening and speaking skills	Social media develops students' listening and speaking skills by presenting a real-life language input so that the students are motivated to learn English					

		Vocabulary through social media.					
5.	Social media instructs students to break the barrier of fear and shyness	Social media instructs students to break the barrier of fear and shyness so that the students are motivated to learn English Vocabulary through social media.					
6.	Social media is an effective means of learning	Social media, such as online blogs, online English communities, is an effective means of learning so that the students are motivated to learn English Vocabulary through social media.					
7.	Social media develops students' ammunition for language	Social media develops students' ammunition (some new words, phrases, and different types of texts) for language so that the students are motivated to learn English Vocabulary through social media.					
8.	Social media provides original educational material	Social media provides original educational material so that the students are motivated to learn EnglishVocabulary through social media.					
9.	Social media breaks cultural barriers	Social media breaks cultural barriers so that the students are motivated to learn English Vocabulary through social media.					
10.	Social media enables students mastering the English language culture	Social media enables students to master the English language culture so that the students are motivated to learn English Vocabulary through social media.					
11.	Social media is an effective teaching method	Social media is an effective teaching method to motivate students to learn English Vocabulary through social media.					

12.	Social media is the best supportive tool for the low-level students	Social media is the best supportive tool for the low-level students so that the students are motivated to learn English Vocabulary through social media.					
13.	Social media develop social concepts related to English	Social media develop social concepts related to English Vocabulary so that the students are motivated to connect and share information about English Vocabulary with anyone globally.					
14.	Social media students can explore the similarities and differences between their language and English	with Social media, students can explore the similarities and differences between their language and English to be motivated to learn English Vocabulary through social media.					
15.	Social media reduces individual differences among students	Social media reduces individual differences among students so that the students are motivated to participate effectively in the classroom, and have greater social interaction.					
16.	Social media encourages collective learning	Social media encourages collective learning so that the students are motivated to learn English Vocabulary through social media.					
17.	Social media should be a component of the English language curriculum	Social media should be a component of the English language curriculum so that the students are motivated to learn English Vocabulary through social media.					
18.	Social media facilitates communication with teachers	Social media facilitates communication with teachers so that the students are motivated to connect with teacher educationally.					
19.	Social media facilitates	Social media facilitates communication with					

	communication with colleagues	colleagues so that the students are motivated to share, comment, like, follow all across social media related to English with colleagues.					
20.	Social media is available	Social media is available so that the students are motivated to learn English Vocabulary through social media.					
21.	Social media is easy to use	Social media is easy to use, particularly by only using smartphones, so that the students are motivated to learn English Vocabulary through social media.					

E. Validity and Reability

      After the researcher made the instrument of the questionnaire, the instrument then validated by the expert in the related field. Some revisions done during the validating process. Finally, after validating, the questionnaire was ready to be tested in try out. The validated questionnaire then tested to respondents. The respondents in try out were the part of the population but not the sample of the research. Because the sample of the research was the students of fourth semester of TBI, the researcher need to test the questionnaire to the population that not included in the sample. In this try out, the questionnaire was distributed to the student's of eighth semester of TBI IAIN Curup . There were 10 respondents included in try out for questionnaire of the roles of social media in motivating students and 12 respondents included in try out for questionnaire of the motivation of students in learning Vocabulary through

social media. The result from the validity and try out then counted in the validity and Reliability test.

    a. Validity test

Validity means how accurate an instrument is used for research. An instrument is called valid if it can give good results and suit the aim of that instrument. In this research, the researcher used product-moment techniques. In motivations' try out, the researcher tried the questionnaire to 12 respondens, after the researcher counted the 'r table' of 12 respondents are 0.58. From the analyzed result of the questionnaire's try out, it could be conclude that the item of test is valid because the value of item-total is bigger than 0,58. For the try out of the Roles of social media, the researcher tried it to 10 respondents which the 'r table' is 0.63. after it is counted, the researcher found if the item of test is valid because the value of item-total is bigger than 0.63.

    The formula that used is:

$$\mathbf{rxy} = \frac{N\sum XY - (\sum X)\sum Y}{\sqrt{\left\{N(\sum X^2) - (\sum x)^2\right\}\left\{N(\sum Y^2)(\sum y)^2\right\}}}$$

Where :

rxy: instrument validity

N: number of subject

X: number of item scores

Y: number of the total score

    b. Reliability test

The reliability is one factor that must have attended in this research. The measuring which has high reliability is called reliable measuring. In this research, the used formula was alpha chornbach. The formula of alpha chronbach as following :

$$r11 = \left(\frac{k}{k-1}\right)\left(\frac{1-\sum Q_b^2}{Q_T^2}\right)$$

Where :

r11: reliability instrument

k: total item question

$\sum Q_B^2$: the sum of varians

Q_T^2: Varians total

After the instrument test and questionnaire have been validated, the researchers then done reliability questionnaire used the Cronbach's alpha formula. According Nunnaly, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90.[62]

Interpretation of Cronbach Alpha

$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	poor
$0.5 > \alpha$	Unacceptable

Could be concluded based on the table of reliability above that cronbach alpha of motivations question were 0.942 and cronbach alpha of

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[62] Nenny M Utami, p. 55

the roles of social media were 0.974, it means the questionnaire's reliability were excellent.

F. Techniques of Data Analysis

The data analysis used in this research was descriptive quantitative since the data were about quotations, statements, descriptions and explanations. It was used to give clearer description about the study and to find out the percentage of respondent on the questionnaire. The data was analyzed in using percentage, and then described by words.[63]

1. The Data from Questionnaire

    a) The first steps for analysis the data was scoring. Scoring is against the grain of questions contained in the questionnaire. The questionnaire in this study used *Linkert Scale* which is the most common scale that was used in measuring attitude, opinion and perception of respondents toward subject The maximum score in the linkert scale was 5 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. In this research, to count the point the researcher used rating scale that has been explained before.

    b) The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was used to get the students' opinion about their strategy use in learning English. The formula was described as follow:

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[63] Gay L R, Op Cit, p. 468

$$X = \{(f\,SA \times 5) + (f\,A \times 4) + (f\,Nx3) + (f\,D \times 2) + (f\,SD \times 1)$$

Where:

F	: Frequency	N	: Neutral
SA	: Strongly Agree	D	: Disagree
A	: Agree		
SD	: Strongly Disagree		

c) The third steps were the researcher accounted the percentage of each items of questionnaire that answered by respondents. It follows the formula:

$$P = \frac{\sum score}{Max\ score} \times 100\%$$

Where :

P : Percentages

$\sum$ score : Total score

Max score : Maximum score[64].

d) After each respondent's score were accounted, then the researcher would categorize the range score to describe the motivation of the students and the roles of social media that motivated students in learning vocabulary.

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[64] Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Oxford: Blackwell.

CHAPTER IV

FINDING AND DISCUSSION

This section analyzes the data using the justified approach. In order to answer the research questions, the examined data are thoroughly explained. In other words, the researcher should connect the findings or data to the research objectives.

A. Findings

The source of data in this research was the fourth semester students of the English Study program of IAIN Curup. To collect the data from the participants, the researcher use questionnaires as the instrument for answer both of the research questions. First questionnaire is using to answer the research question about students' motivation, and the second questionnaire is using to answer research question about the roles of social media in motivating students in vocabulary learning.

1. Students Motivation in Learning English Vocabulary

After the data were collecting, the writer read and learned the questionnaire one by one then the writer analyze the questionnaire based on the identification, identifying the type of students' motivations in learning English Vocabulary. As the result, the researcher found out the frequencies and the total score of the students motivation then the score used to clasify the kind of students motivation in learning English vocabulary. The result of the data can found out in this table.5 below.

Table 4. The result of students' motivation

Indicators	Total Score	
	Yes	No
Intrinsic Motivations	78.19%	21.81%
Extrinsic Motivations	72.56%	27.44%
Average Score	75.38%	24.62%

Based on the table 4. There are two types of Motivations, include Intrinsic and Extrinsic Motivations. Which, the total score of intrinsic motivation is 78.19% and the total score of extrinsic motivation is 72.56%. As the result, intrinsic motivation has the biggest score than extrinsic motivation. The table also show if the average score of students motivation are 75.38%.

 a) Intrinsic Motivation

  The result of intrinsic motivation will be find out in this table below.

Table.5 The Result of Intrinsic Motivation

No.	Statements	TOTAL		
		Score	Percentage	
	Intrinsic Motivations		Yes	No
1	I am always interested in learning English vocabulary.	91	93.81%	6.19%
2	I like reading English news, article, and a story for learning English Vocabulary.	81	83.51%	16.49%
3	I like watching English movies or television programs for learning English Vocabulary.	81	83.51%	16.49%
4	I enjoy exploring about English for learning English Vocabulary.	77	79.38%	20.62%

5	I like listening to English music for learning English Vocabulary.	93	95.88%	4.12%
6	I enjoy meeting and talking with foreign people in English for learning English Vocabulary.	72	74.23%	25.77%
7	I really enjoy my English class program because I hope I can learning and increasing my English Vocabulary.	67	69.07%	30.93%
8	I always use English in my daily activity for learning and increasing English Vocabulary.	37	38.14%	61.86%
9	I feel comfortable and axcited when i have learned English Vocabulary.	72	74.23%	25.77%
10	I like to study or live in an English-speaking environment because I hope I can learn and increase my English Vocabulary.	70	72.16%	27.84%
11	I am interested in learning English Vocabulary about the lifestyle and culture of English speaking country.	61	62.89%	37.11%
12	I like to do a job which I can learn about English Vocabulary.	66	96.91%	3.09%
13	I would like to try to use the English Vocabulary which I have learned.	90	92.78%	7.22%
			78.19%	21.81%

Based on the questionnaire there are 12 intrinsic factors that had positive attitudes and there is only 1 intrinsic factor that had negative attitude. There are total 78.19% of students that give positive attitude of intrinsic motivations and the rest of 21.81% students give negative attitudes of intrinsic motivations. The highest score is 96.91%, in item

numbers 12. It show if the most of students are motivated because they like to do a job which they can learn about English Vocabulary.

The Second highest score is 95.88%, in item number 5. It show if the students are motivated because they like listening to English music for learning English vocabulary. The third highest score is 93.81%, it is the item in number 1 that show if the students are motivated because they are always interested in learning English Vocabulary. Then, the fourth highest score is 92.78%, in item number 13. It show if the students are motivated because they like to try to use the English Vocabulary which they have learned.

Besides that, the fifth highest score is 83.51%. Those are items number 2 AND 3. The researcher found if the students are motivated becaused the students like reading English news, article, and a story for learning English Vocabulary and they also like to watching Englih Movies and Television programs for learning English Vocabulary. The next score is 79.38% at item number 4. That show if the students are motivated because they enjoy exploring about English for learning English Vocabulary.

On the other hand, in items number 6 and 9 show if the students enjoy meeting and talking with foreign people in English for learning English Vocabulary and they feel comfortable and excited when they have learned English vocabulary. The total score for this item is 74,23%. The next score is 72.16%, it is in item number 10 that show if, the students sre

motivated because they like to study and live in an English-speaking environment because they hope they can learn and increase their English Vocabulary. And the lowest score is 38,14% in item number 8. It show if the students do not have motivationfor using English in daily activity.

b) Extrinsic Motivation

The result of extrinsic motivation will be find out in this table below.

Table.6 The Result of Extrinsic Motivation

No.	Statements	TOTAL		
	Extrinsic Motivations	Score	Percentage	
			Yes	No
1	I learn English because it is a must from my lecturers.	49	50.52%	49.48%
2	I learn English Vocabulary to get a good score in English subject.	74	76.29%	23.71%
3	I learn English Vocabulary because everyone do it.	58	59.79%	40.21%
4	Being able to speak English will add to my social status.	67	69.07%	30.93%
5	I learn English Vocabulary to find a better job in the future.	75	77.32%	22.68%
6	I learn English Vocabulary because English is an international language.	80	82.47%	17.53%
7	I study English Vocabulary for pride.	62	63.92%	36.08%
8	I learn English Vocabulary because it can help me to do better in other academic subjects.	66	68.04%	31.96%
9	I learn English Vocabulary because English is useful in searching for information on the internet and social media.	97	100.00%	0.00%
10	I learn English Vocabulary to promote in social media.	65	67.01%	32.99%

11	Someone expects me to learn about English Vocabulary well.	71	73.20%	26.80%
12	I interest in studying English Vocabulary because of the good facilities (books, learning media).	71	73.20%	26.80%
13	The English lecturers could motivate students to enjoy the learning English Vocabulary process.	80	82.47%	17.53%
			72.56%	27.44%

The data show that the most of students have positive attitude in extrinsic motivation. There are total 72.56% of the students give positive attitude and 27.44% of students give negative attitude in extrinsic motivation. From the data we found if extrinsic motivation has enough roles for students to learn English vocabulary through social media. The highest score for this extrinsic motivation is 100% in item number 9. It show if the students are extrinsically motivate because English Vocabulary is usefull for seaching information on the internet and social media.

The second highest score is 82.47%, im items number 6 and 13. It show if the students are motivated in learning English Vocabulary because English is international language and the English lecturer could motivate students to enjoy the process of English Vocabulary learning. The third highest score is 77.32% in item number 5. It show if the students are motivated because English Vocabulary help to find a better job in the future. And the next score is 76.29% in item number 2. The

reseacher found if the students learn English Vocabulary to get a good score in English subject.

Considering the data, the fifth highest score is 73.20% in items number 11 and 12. It show if the students are motivated because someone expects them to study English Vocabulary well and the students interest in studying English Vocabulary because of the good facilities (books, learning media). Then, in item number 4 with total score 69.07% show if the students are motivated because when they are being able to speak English it will adding they social status.

On the other hand, in item number 8 with the total score 68.04%, it show if the students are motivated because English Vocabulary can help them to do better in other subject. The next score is 67.01% in item number 10, it show if the students need English Vocabulary to promote in social media. The other score is 63.92% in item number 7, that show if the students study English Vocabulary for pride. In item number 3 with the total score 59.79% show if the students just study English Vocabulary because everyone do it, and the last score is 50.52% in item number 1, it show if the students study English Vocabulary because it is a must from lecturers.

2. The Roles of Social Media in motivating students in vocabulary learning

For the second research questions, the researcher identified the data about the Roles of social media in motivating students in vocabulary learning. As the

result, the researcher has found the total score for each item in this second

questionnaire. The result of this questionnaire can found out in this table.6 below.

Table.7 The Result of The Roles of social media in motivating students in

vocabulary learning.

No.	Statements	Total	
		Score	Percentages
1	social media promote self-learning so that the students are motivated to learn English vocabulary with ease and spontaneity.	371	76.49%
2	Social media is attractive for learning English so that the students are motivated to devote more time using social media in learning English vocabulary.	369	76.08%
3	Social media motivates students to participate effectively in the classroom be pleased in learning English vocabulary through social media.	361	74.43%
4	Social media develops students listening and speaking skills by presenting a real-life language input so that the students are motivated to learn English vocabulary through social media.	374	77.11%
5	Social media instructs students to break the barrier of fear and shyness so that the students are motivated to learn English Vocabulary through social media.	352	72.58%
6	Social media, such as online blogs, online English communities, is an effective means of learning so that the students are motivated to learn English Vocabulary through social media.	350	72.16%
7	Social media develops students ammunition (some new words, phrases, and different types of texts) for language so that the students are motivated to learn English vocabulary through social media.	366	75.46%
8	Social media provides original educational material so that the students are motivated to learn English vocabulary through social media.	345	71.13%

9	Social media breaks cultural barriers so that the students are motivated to learn English vocabulary through social media.	352	72.58%
10	Social media enables students to master the English language culture so that the students are motivated to learn English vocabulary through social media.	357	73.61%
11	Social media is an effective teaching method to motivate students to learn English vocabulary through social media.	369	76.08%
12	Social media is the best supportive tool for the low-level students so that the students are motivated to learn English vocabulary through social media.	363	74.85%
13	Social media develop social concepts related to English vocabulary so that the students are motivated to connect and share information about English vocabulary with anyone globally.	362	74.64%
14	With social media students can explore the similarities and differences between their language and English to be motivated to learn English vocabulary through social media.	369	76.08%
15	Social media reduces individual differences among students so that the students are motivated to participate effectively in the classroom.	357	73.61%
16	Social media encourages collective learning so that the students are motivated to learn English vocabulary through social media.	355	73.20%
17	Social media should be a component of the English language curriculum so that the students are motivated to learn English vocabulary through social media.	334	68.87%
18	Social media facilitates communication with teachers so that the students are motivated to connect with teachers educationally.	359	74.02%
19	Social media facilitates communication with colleagues so that the students are motivated to share, comment, like, follow all across social media related to English with colleagues.	362	74.64%
20	Social media is available so that the students are motivated to learn English vocabulary through social media.	366	75.46%

21	Social media is easy to use, particularly by only using smartphones, so that the students are motivated to learn English vocabulary through social media.	375	77.32%

From the table we can find out the respondents respond to the statement concerning social media and their Roles.

1) Social media promote self-learning

   For the statement "Social media promsote self-learning so that the students are motivated to learn English Vocabulary with ease and spontanity", the frequency of students' respond include 31 students respons strongly agree, 38 students respon Agree, 14 students respond Neutral, 8 students repond Disagree, and there is no person that respond Strongly disagree. As the result we can find if most of students give the positive attitude for this statement, so that there are total 76.49% of total respond of this statement.

2) Social media attractive for learning English

   For the statement "Social media is attractive for learning English so that the students are motivated to devote more time using social media in learning English Vocabulary" show if the most students fell this Role. So that there are 13 students respond for Strongly Agree and 34 students that respon Agree, but there are total 15 students that anwer Neutral, 8 students give Disagrees respon and 7 students responded Strongly disagree. As the result there are total 76.08% that give responds for this statement.

3) Social media motivates students to participate effectively in the classrom

Based on the table, the statement "social media motivates students to participate effectively in the classroom be pleased in learning English Vocabulary through social media" has total 74.43% students that give respond, which is 29 students choosed Strongly agree, 33 students choosed Agree, 20 students choosed neutral, 9 students choosed Disagree and there 6 students that choosed Strongly disagree.

4) Social media develop students' listening and speaking skills

The responds of the statement " social media develops students' listening and speaking skills by presenting a real-life language input so that the students are motivated to learn English Vocabulary through social media" indicate that EFL learners who are not living in an English-speaking environment are particularly benefiting from social media in developing students' listening and speaking skills. There are total 77.11% that give the respond, where 35 students giveStrongly agree, 33 students give agree, 15 students give Neutral, 8 students give Disagree and 6 give strongly disagree.

5) Social media instructs students to break the barrier of fear and shyness

This statement " social media instructs students barrier of fear and shyness so that the students are motivated to learn English vocabulary through social media" show if there are 20 students responded Strongly Agre, 43 students responded Agree, 19 person give neutal, 8 students give

disagree and only 7 person that give strongly disagree, where there are total 72.58% of the total score for this statement.

6) Social media is an affective means of learning

The statement " social media, such as online blogs, online English communitis, is an effective means of learning so that the students are motivated to learn English Vocabulary through social media" has total score 72.16% from 26 students give strongly agree, 31 students give agree, 22 students give neutral, 12 students give disagree and there is 6 students give respond for strongly disagree.

7) Social media develops students' ammunition for language

The statement " social media develops students ammunition (some new word, phrases, and different type of text) for language so that the students are motivated to learn English Vocabulary through social media" has the result if social media really has the roles for improving students vocabulary which there are 21 students give strongly agree, 49 students give agree, 14 students give neutral and 6 students give disagree and strongly disagree, and the total score is 75.46%.

8) Social media provide original educational material

From the statement "social media provide original educational material so that the students are motivated to learn English Vocabulary through social media" there are total score 71.13% from the respondends which 21 students give strongly agree, 34 students give agree, 24 students give disagree and only 7 students give strongly disagree.

9) Social media break culture barriers

The statement " social media breaks culture barries so that the students are motivated to learn English Vocabulary through social media" has 20 students give strongly agree, 42 students give agree, 20 students give neutral, 9 students give disagree and strongly disagree 6 students. It is give the result if through social media we can learn English Vocabulary without overthinking about the culture.

10) Social media enable students to master the English language culture

From the statement "social media enable students to master the English language culture so that the students are motivated to learn English Vocabulary through social media" we know if through social media we can learn everything , so that there are 23 students give strongly agree, 42 students give agree, 17 students give neutral, 8 students give disagree and 7 students give strongly disagree, there are 73.61% of students.

11) Social media is an effective teaching method

From statement " social media is an effective teaching method to motive students to learn English Vocabulary through social media" we can find id through social media we are also can do the laerning process. there is 29 students give strongly agree, 41 students give agree, 12 students give neutral, 9 students give disagree and 6 students that give strongly disgree.

12) Social media is the best supportive tool for the low leve

The statement " social media is the best supportive tool for low-level students so that the students are motivated to learn English Vocabulary through social media" has 27 students give strongly agree, 39 students give agree, 16 students give agree, 16 students give neutral, 9 students give disagree and 6 give strongly disagree.

13) Social media develops social concepts related to English

The statements " social media develop social concepts related to English Vocabulary so that the students are motivated to connect and share information about English Vocabulary with anyone globally" mainly true when looking at the frequencies of the participants which there are 25 students give strongly agree, 39 students give agree, 21students give neutral, and there is 6 student give disagree and strongly disagree. Then, the total score is 74.64%.

14) Social media students can explore the similarities and differences between their language and English

The statement "with social media, students can explore the similarities and differences between their language and English to be motivated to learn English Vocabulary through social media" with total frequencies 29 students choosed strongly agree, 40 students choose agree, 14 students choosed neutral, 8 students choosed disagree and 6 choosed strongly disagree. It make sure if social media motivated students by its roles.

15) Social media reduces individual differences among students

The statement "social media reduces individual differences among students so that the students are motivated to participate effectively in the classroom and have greater social interaction" has frequencies 24 students give strongly agree, 39 students give agree, 19 students give neutral, 9 students give disagree and 6 give strongly disagree. It has argue if from social media the students can be more active to do interaction each other without think about individual diffrences among each students, as the result the total score is 73.61%.

16) Social media encourages collective learning

The statement " social media encourages collective learning so that the students are motivated to learn English Vocabulary through social media" show if there are 20 students give strongly agree, 43 students give agree, 21 students give neutral, 7 student give disagree and there is 6 students give strongly disagree. As the result, the roles of social media in this point show if the students can learning English Vocabulary based on their own way.

17) Social media should be a component of the English language curriculum

The statement " social media should be a compenent of the English language curriculum so that the students are motivated to learn English vocabulary through social media" has frequencies 18 students choosed strongly agree, 35 students choosed agree, 24 students choosed neutral, but still has 12 students choosed disagree and and 8 students choosed strongly disagree, as the result the total score is 68.87%.

18) Social media facilities communication with teachers

The statement " social media facilities communication with teachers so that the students are motivated to connect with teachers educationnally" show if by social media support communication with teacher simply, so that the education program can running simply, this statement support by the total score of this statement, it is 74.02%, included 23 students choosed strongly agree, 45 students choosed agree, 13 students choosed neutral, but there still 9 students choosed disagree and 7 student choosed strongly disagree.

19) Social media facilities communication with colleagues

The statement " social media facilities communication with collegues so that the students are motivated to share, comment, like, follow all cross social media related to English vocabulary with social media" show if by social media the students can support rach other in getting English Vocabulary knowledge. The frequencies of this statement has 25 students choosed strongly agree, 9 students choosed agree, 19 students choosed neutral, only 7 student choosed disagree and 6 choosed strongly disagee. As the result the total score is 74.64%.

20) Social media is available

The statement " social media is available so that the students are motivated to learn English Vocabulary through social media" show if social media is easy to access, as the result there are 27 students choosed stongly agree, 40 students choosed agree, 17 students choosed neutral,

only 7 student choseed disagree and there is 6 student choosed strongly disagree, and finally get the total score 75.46%.

21) Social media is easy to use

The statement " social media is easy to use, particularly by only using smarthphones, so that the students are motivated to learn English Vocabulary through social media" explain if by social media we can learn English Vocabulary everywhere and whenever just by smarthphone, it sure if it is the simply way for learning. As the result, there are total 33 students choosed strongly agree, 36 students choosed agree, 16 students choosed neutral, and there is 6 students choosed disagree and strongly disagree. And finally, the total score is 77.32%.

B. Discussions

In this secsion the researcher provide the description about the students of fourth semester of TBI IAIN Curup motivation in learning English vocabulary and the roles of social media in motivating students in vocabulary learning.

1. English learning motivation

Wolfolk in Yuet stated that "the study of motivation is essentially a study of how and why people initiate actions directed towards specific goals and persists in their attempts to reach these goals".[65] It is assumed that motivation is exist and needed to enggage goals including in English learning process. The motivations included intrinsic and extrinsic motivation. Based on the data, the

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[65] Yuet, C. C. 2008. *The relationship between motivation and achievement in foreign language learning in a sixth form college in Hong Kong*. PQDT - UK & Ireland. University of Leicester (United Kingdom), Ann Arbor.

students in fourth semester of TBI IAIN Curup have both of intrinsic and extrinsic motivations.

In Intrinsic motivations' data show if the most of students intrinsically motivate in learning English through social media. Pintrich & Schunk stated that Intrinsic motivation refers to motivation to engage activity for its own sake.[66] This theory is support by one of the intrinsic motivations data shows that 93.81% students always interested in learning English Vocabulary. They intrinsically are good for learning English Vocabulary even though it is their foreign language. It is because intrinsic motivation pushes the students to learn without rewards, because the need is innate or come from inside or depends on their own will.

Based on Williams and Burden, cited in Dornyei, there were 13 factors of intrinsic and 13 factors of extrinsic which affected the students motivation in the learning English Vocabulary process. The researcher has been tested these factors by questionnaire to 97 respondents in fourth semester of TBI in IAIN Curup. The result of this study show if that is true if the factors affected the students motivations in learning Vocabulary proses. Even though, not every intrinsic motivation statement got positive attitude from students, there is 1 item that unaffected for students' motivation in Vocabulary learning . It is about the students use English Vocabulary in daily activity. This data show if the students are not motivated in using English Vocabulary in the daily activity, but most of intrinsic statements got the positive attitude from students. It is good for students' Vocabulay learning process.

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[66] Pintrich, P.R., & Schunk, D.H. 2002. *Motivation in education: Theory, research, and application. (2nd ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.

Extrinsic motivations have the total score lower than instrinsic motivations, but in all of the statements, the students show the positive attitudes for all of the statements. All students had to take the English required subjects in the university. In this case, they study English because of the national education system that let them study English as a required subject. Therefore, according to Walkins cited in Budiana & Djuwari a learner is instrumentally motivated when she/he wants to learn a language to pass a national examination.[67]

From the description, the researcher concluded if that's true if the students' motivation come from their ambitious to achieve their learning goals. This statement supported by Ur in his theory. Ur stated there are some characteristic of motivated learners [68]:

a) Positive task orientation, it means that the learners have willing to undertake the tasks and challenges and also confidence in their success.

b) Ego-involvement, it means that the learners feel the important of the learning for themselves.

c) Need for achievement, means that the learners have a need to achieve and overcome difficulties and succeed.

d) High aspiration, can be assumed that the learners are ambitious in getting the best learning for their own self.

e) Goal orientation, it assumes that the learners know better with what they have to achieve in learning process.

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[67] Budiana, K. M., & Djuwari, D. 2018. *The Non-Native Students' motivations in Learning English at STIE Perbanas Surabaya*. Language Circle: Journal of Language and Literature, 12(2), 195–202.

[68] Penny Ur, *Op.cit.*

f) Perseverance, it means that the learners have the high level in doing their efforts.

English is also the standard of instruction in the higher education. It is actually a tool for learning other academic subjects. When students could not do well in the other academic subjects, it potency possibly be the problem of language barriers rather than their learning ability.

English is an international language so everyone should learn English Vocabulary. Therefore, most of the participants thought that good English Vocabulary ability would help them achievement better job prospects. According to Peng, English will continue to be the main language functioning mainly in finance, commerce, technology and tourism.[69]

From the part of questionnaire, the intrinsic motivation of students playing a dominant role. As the fact, the total score of intrinsic Motivation is 78.19% give positive attitude and 21.81% give negative attitude. On the other hand, the total score of extrinsic Motivations is 72.56% give positive attitude and 27.44% give negative attitude. As the result, students intrinsically motivates in learning English Vocabulary.

2. The Roles of Socia Media

From the finding, the result of questionnaire about the Roles of social media got positive attitude from the respondents. Based on the table.8, we know if the most of students used social media. It has the important way in learning

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[69] Yuet, C.C. loc.cit

English. Social media provide an easily accessible source of language facts for learning purposefully.

There are some statements that have the highest score, the researcher will presents the items with the highest score in the table below.

Table.8 The Top three score of the Roles of social media

No.	Statements	SA	A	N	D	SD	TOTAL	
		F	F	F	F	F	Score	Percentages
1	Social media is easy to use,particularly by only using smartphones, so that the students are motivated to learn English vocabulary through social media.	33	36	16	6	6	375	77.32%
2	Social media develops students' listening and speaking skills by presenting a real life language input so that the students are motivated to learn English vocabulary through social media.	35	33	15	8	6	374	77.11%
3	Social media promote self-learning so that the students are motivated to learn English vocabulary with ease and spontanity.	31	38	14	8	6	371	76.49%

This table show the Roles of social media that have highest score. The first highest score is 77.32% that show if social media is easy to use, particularly by only using smarthphones, so that the students are motivated to learn English vocabulary through social media. The second highest score is 77.11%. it show if social media develops students' listening and speaking skills by presenting a real life language input so that the students are motivated to learn English vocabulary through social media. And the third highest score is 76.49%, it show if social

media promote self-learning so that the students are motivated to learn English vocabulary with ease and spontanity.

On the other hand, table.7 in finding show if item number 4 has the biggest respond of "strongly agree" and also as the second highest score, it show if the roles of social media in develops students listening and speaking skills by presenting a real-life language input is motivated students to learn English vocabulary through social media. From this statement, the researcher argue that the students are motivated in Vocabulary when the meaning of word is familiar for them so that they can remember easily and then they can use the word directly, well the learner will argue that if it is useful.

In options "Agree" the biggest respond is in item number 7 with total respond is 49. This respond show if the students are motivated of the roles of social media because social media develops students ammunition such as some new words, phrases, and different types of text for language.The learners can read differents text of English available on social media, such as facebook, can get fresh and new information about the world and can learn a large number of new words and phrases without going to library or read the different text books. As a modern communicative approach to language teaching or learning, the roles of social media have positive responds from the respondends based on the result of the data. It also show if only a small part of students that assume that the roles of social media have not motivate students in Vocabulary learning that found o ut from the frequency of options "strongly Disagree" and "Disagree".

Social media can acquaint students with real and authentic context which is neccesary for language learning. Social media use different idiom and styles which can be interesting for language learners and can train them with different forms of language.[70] This theory support the data that show if social media has the Roles in motivating students in Vocabulary learning. As the result, the Roles can increase students' motivation in learning about English vocabulary, so that the students can get a large number of English Vocabulary.

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[70] H.E. Omer E. & W.A. Khan, *Op. cit*, p.36

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data and findings on this research, the conclusion and suggestion is the last part of this research are taken. In what follows, the researcher provide the conclusion as the answer of the research questions, while the suggestions intended to give information to the readers who are intereseted in doing further research in this thing.

A. CONCLUSIONS

Based on the finding and discussion in the previous chapter, the conclusions are:

1) The findings present a result that the students in of English Tadris Study Program of IAIN Curup were intrinsically motivated and have enough extrinsic motivation. Eventhough intrinsic motivation was the dominant motivation, both extrinsic and intrinsic motivations contribute to the students English Vocabulary learning. In statements of intrinsic motivation the researcher know if the students are motivated becaused the students like to do a job which they can Learn English Vocabulary and the students like listening to English music for learning English Vocabulary. Than, the students also interested in learning English vocabulary and they also would like to try to use English Vocabulary which they have learned. The students also like reading English news,

article and a story for learning English Vocabulary and they like watching English Movies and Television program for learning English Vocabulary.

2) The findings of the study presents that the most of the students in English Tadris Study Program of IAIN Curup use social media in order to improve their English Language ability. As the result, social media has the roles in increase students' motivation in English Vocabulary learning. From the data the researcher know that the Roles of social media that motivated students in Learning English vocabulary are social media is easy to use particularly by only using smartphone, social media develop students' listening and speaking skills by presenting a real-life language input, sosial media promote self-learning, social media is attractive for learning English, social media is an effective teaching method and with social media, students can explore the similarities and differences between their language and English.

B. SUGGESTIONS

After conducting this research, the researcher would like to give some suggestions which may be useful for:

1) The institutions

The researcher expects this research could help the university to provide a policy where it may be helpful to overcome students with lower socioeconomic problems. The program to be provided could be the policy to support the internet package of the students as the institution support for the students.

2) For English Lecturers

The findings of this research could help the lecturers to develop a better learning method to support the online learning in order the students can increase their motivations in Learning English through social media as the online learning.

3) Future researcher

This research could serve as a finding to further a similar research in the online learning and the mixture of learning and online environment.

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APPENDIXES

Validited Instrumens

INSTRUMENT

1. Intrinsic and Extrinsic factors of students' motivation.

No.	Statements	Agree	Disagree
	Intrinsic Motivations		
1	I am always interested in learning English vocabulary through social media.		
2	I like reading English news, article, a story on social media.		
3	I like watching English movies or television programs through social media.		
4	I enjoy exploring English from Youtube.		
5	I like listening to English music through social media.		
6	I enjoy meeting and talking with foreign people in English through social media.		
7	I really enjoy my English class program through social media.		
8	I enjoy using English in my daily activity whenever possible.		
9	I feel comfortable and excited when I have to speak English in front of my classmate or friends.		
10	I like to study or live in an English-speaking country.		
11	I am interested in the lifestyle and culture of English speaking country.		
12	I would like to have a job in which I use English.		
13	I would like to try to use the English which I have learned through social media.		
	Extrinsic Motivations		
14	I only study English to fulfill the university language requirements (English subject).		

15	I study English to get a good score in English subject.		
16	Everyone studies English, so I also do it.		
17	Being able to speak English will add to my social status.		
18	I learn English to find a better job in the future.		
19	I study English because it is an international language.		
20	I think people will respect me more if I can learn English well.		
21	I learn English because it can help me to do better in other academic subjects.		
22	English is useful in searching for information on the internet and social media.		
23	Studying English is useful to make "status" on Whatsapp or Instagram.		
24	Someone expects me to study English well.		
25	I interest in studying English because of the good facilities (books, learning media).		
26	The English lecture could motivate students to enjoy the English class).		
ss			

2. The Roles of social media

Indicators	Statements	SA	A	N	D	SD
Social media promote self-learning	social media promote self-learning so that the students are motivated to learn English with ease and spontaneity.					
Social media is attractive for learning English	Social media is attractive for learning English so that the students are motivated to devote more time using social media in learning English.					
Social media motivates students to	Social media motivates students to participate effectively in the classroom be pleased in learning English through social media.					

participate effectively in the classroom						
Social media develops students' listening and speaking skills	Social media develops students' listening and speaking skills by presenting a real-life language input so that the students are motivated to learn English through social media.					
Social media instructs students to break the barrier of fear and shyness	Social media instructs students to break the barrier of fear and shyness so that the students are motivated to learn English through social media.					
Social media is an effective means of learning	Social media, such as online blogs, online English communities, is an effective means of learning so that the students are motivated to learn English through social media.					
Social media develops students' ammunition for language	Social media develops students' ammunition (some new words, phrases, and different types of texts) for language so that the students are motivated to learn English through social media.					
Social media provides original educational material	Social media provides original educational material so that the students are motivated to learn English through social media.					
Social media breaks cultural barriers	Social media breaks cultural barriers so that the students are motivated to learn English through social media.					
Social media enables students to	Social media enables students to master the English language culture so that the students are motivated to learn English through					

master the English language culture	social media.					
Social media is an effective teaching method	Social media is an effective teaching method to motivate students to learn English through social media.					
Social media is the best supportive tool for the low-level students	Social media is the best supportive tool for low-level students so that the students are motivated to learn English through social media.					
Social media develop social concepts related to English	Social media develop social concepts related to English so that the students are motivated to connect and share information about English with anyone globally.					
Social media students can explore the similarities and differences between their language and English	With social media, students can explore the similarities and differences between their language and English to be motivated to learn English through social media.					
Social media reduces individual differences among students	Social media reduces individual differences among students so that the students are motivated to participate effectively in the classroom and have greater social interaction.					
~~Social media reduces individual differences~~	~~Social media reduces individual differences among students so that the students motivated to learn English through social media.~~					

~~among students~~					
Social media encourages collective learning	Social media encourages collective learning so that the students are motivated to learn English through social media.				
Social media should be a component of the English language curriculum	Social media should be a component of the English language curriculum so that the students are motivated to learn English through social media.				
Social media facilitates communication with teachers	Social media facilitates communication with teachers so that the students are motivated to connect with teachers educationally.				
Social media facilitates communication with colleagues	Social media facilitates communication with colleagues so that the students are motivated to share, comment, like, follow all across social media related to English with colleagues.				
Social media is available	Social media is available so that the students are motivated to learn English through social media.				
Social media is easy to use	Social media is easy to use, particularly by only using smartphones, so that the students are motivated to learn English through social media.				

The validator validates the instruments into two things;

the first is content, including the coherence between the statements and indicators stated in theory. They are:

1. For the first questionnaire and second questionnaire, you should relate the statements to learning **English vocabulary** through social media specifically.

2. In the second questionnaire, some statements are added and changed to make the detailed and clear intention. Next, indicator number 16 is deleted because it is the same as indicator number 15 (with brown color).

T*he second* is the accuracy of grammatical aspects used in the instrument. There are some mistakes in spelling and grammar. They are:

1. Some sentences like:

The students motivated to learn English through social media. (the sentence missed verb, it must be replaced by: The students are motivated to learn English through social media)

Next, Related to your questionnaires, they are the result of adaptation to previous researcher**s' questionnaire.** Thus, the researcher should state the source of the questionnaire to avoid plagiarism and to strengthen validity of your instrument also. You may state in chapter III that **the questionnaires are adapted from** previous researcher**s' questionnaires.**

Juni , 2021

Validator

Nastiti Handayani, M.Pd

The result of try out of students' motivation

Respondents	Number of item																										Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Respondent 1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	16
Respondent 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	25
Respondent 3	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	23
Respondent 4	0	0	1	1	1	0	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17
Respondent 5	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	5
Respondent 6	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	13
Respondent 7	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	24
Respondent 8	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	10
Respondent 9	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Respondent 10	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	1	0	0	1	0	0	1	1	17
Respondent 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	25
Respondent 12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	25
r-hitung	0.62	0.73	0.65	0.7	0.59	0.62	0.62	0.44	0.62	0.62	0.59	0.03	0.59	0.23	0.85	0.15	0.88	0.68	0.68	0.35	0.66	0.83	0.2	0.69	0.68	0.64	
r-table	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	
interpretation	valid	valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	tidak valid	valid	tidak valid	valid	tidak valid	valid	valid	valid	tidak valid	valid	valid	tidak valid	valid	valid	valid	

Respondents	Number of item																				Total
	1	**2**	**3**	**4**	**5**	**6**	**7**	**9**	**10**	**11**	**13**	**15**	**17**	**18**	**19**	**21**	**22**	**24**	**25**	**26**	
Respondent 1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	1	14
Respondent 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Respondent 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Respondent 4	0	0	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	0	13
Respondent 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Respondent 6	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	11
Respondent 7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19
Respondent 8	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	1	0	0	1	1	8
Respondent 9	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	10
Respondent 10	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	1	15
Respondent 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Respondent 12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
																					38.8788
Variance	0.205	0.242	0.205	0.152	0.083	0.205	0.242	0.205	0.205	0.083	0.083	0.273	0.265	0.205	0.205	0.265	0.242	0.265	0.205	0.242	4.07576

Cronbach Alpha formula	$\alpha = \dfrac{n}{n-1}\left(1 - \dfrac{\sum Vi}{Vtest}\right)$
	n = number of questions
	Vi = Variance of scores on each question
	Vtest = total Variance of overall scores

Interpretation		
Nilai yg ditetapkan	**Nilai Cronbach Alpha**	**Kesimpulan**
0.7	$\alpha = \dfrac{20}{20-1}\left(1 - \dfrac{4.07576}{38.8788}\right)$ 0.94228	Reliabel

The Result of Try Out of the Roles' Questionnaire

Respondents	Number of item																					Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Respondent 1	5	4	4	4	5	5	5	4	4	3	5	3	5	4	3	3	4	5	5	4	5	89
Respondent 2	1	1	2	1	2	1	1	1	2	1	2	1	1	1	1	1	2	2	1	1	1	27
Respondent 3	3	4	3	3	3	2	3	3	3	3	2	2	4	4	3	4	4	2	3	3	3	64
Respondent 4	5	4	4	3	3	3	4	3	3	2	2	3	4	3	3	3	3	4	4	3	4	70
Respondent 5	5	4	4	3	4	4	3	3	4	2	4	3	3	3	4	3	3	3	4	4	4	74
Respondent 6	4	3	5	5	4	4	3	4	4	4	3	4	5	4	4	5	4	4	3	4	4	84
Respondent 7	5	4	4	4	3	4	3	5	4	3	3	4	4	3	4	3	3	3	4	3	4	77
Respondent 8	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	86
Respondent 9	5	4	4	4	4	3	3	5	4	4	5	4	3	4	5	4	5	5	4	3	4	86
Respondent 10	4	4	5	4	5	3	4	3	5	4	4	5	3	4	3	5	3	5	4	2	5	84

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
r-hitung	0.87	0.82	0.86	0.93	0.83	0.83	0.81	0.82	0.87	0.81	0.7	0.84	0.74	0.89	0.8	0.76	0.69	0.77	0.88	0.73	0.94
r-table	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63	0.63
interpretation	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

Respondents	Number of item																					Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Respondent 1	5	4	4	4	5	5	5	4	4	3	5	3	5	4	3	3	4	5	5	4	5	89
Respondent 2	1	1	2	1	2	1	1	1	2	1	2	1	1	1	1	1	2	2	1	1	1	27
Respondent 3	3	4	3	3	3	2	3	3	3	3	2	2	4	4	3	4	4	2	3	3	3	64
Respondent 4	5	4	4	3	3	3	4	3	3	2	2	3	4	3	3	3	3	4	4	3	4	70
Respondent 5	5	4	4	3	4	4	3	3	4	2	4	3	3	3	4	3	3	3	4	4	4	74
Respondent 6	4	3	5	5	4	4	3	4	4	4	3	4	5	4	4	5	4	4	3	4	4	84
Respondent 7	5	4	4	4	3	4	3	5	4	3	3	4	4	3	4	3	3	3	4	3	4	77
Respondent 8	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	86
Respondent 9	5	4	4	4	4	3	3	5	4	4	5	4	3	4	5	4	5	5	4	3	4	86
Respondent 10	4	4	5	4	5	3	4	3	5	4	4	5	3	4	3	5	3	5	4	2	5	84
																						338.544
Variance	1.73	0.93	0.77	1.17	1.07	1.34	1.12	1.39	0.68	1.11	1.38	1.34	1.38	0.93	1.16	1.39	0.72	1.34	1.16	0.99	1.29	24.3889

Cronbach
Alpha
formula

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum Vi}{Vtest}\right)$$

n = number of questions

Vi = Variance of scores on each question

Vtest = total Variance of overall scores

Interpretation		
Nilai yg ditetapkan	**Nilai Cronbach Alpha**	**Kesimpulan**
0,7	$\alpha = \frac{21}{21-1}\left(1 - \frac{24.3889}{338.544}\right)$ 0.97436	reliable

The Result of questionnaire

Students Motivation

No.	Statements	Yes F	No F	TOTAL Score	TOTAL % Yes	TOTAL % No
	Intrinsic Motivations				Yes	No
1	I am always interested in learning English vocabulary.	91	6	91	93.81	6.19
2	I like reading English news, article, and a story on social media for learning English Vocabulary.	81	16	81	83.51	16.49
3	I like watching English movies or television programs for learning English Vocabulary.	81	16	81	83.51	16.49
4	I enjoy exploring English Vocabulary from.	77	20	77	79.38	20.62
5	I like listening to English music for learning English Vocabulary.	93	4	93	95.88	4.12
6	I enjoy meeting and talking with foreign people in English for learning English Vocabulary.	72	25	72	74.23	25.77
7	I really enjoy my English class program for learning English Vocabulary.	67	30	67	69.07	30.93
8	I always use English Vocabulary in my daily activity.	37	60	37	38.14	61.86
9	I feel comfortable and axcited when i have learned English Vocabulary.	72	25	72	74.23	25.77
10	I like to study or live in an English-speaking environment for learning English Vocabulary.	70	27	70	72.16	27.84
11	I am interested in the lifestyle and culture of English Vocabulary.	61	36	61	62.89	37.11

12	I believe English Vocabulary will help to get job.	94	3	94	96.91	3.09
13	I would like to try to use the English Vocabulary which I have learned.	90	7	90	92.78	7.22
					78.19	21.81
	Extrinsic Motivations					
14	I study English Vocabulary because it is a must from university.	49	48	49	50.52	49.48
15	I study English Vocabulary to get a good score in English subject.	74	23	74	76.29	23.71
16	I also learning English Vocabulary because everyone do it	58	39	58	59.79	40.21
17	Being able to speak English will add to my social status.	67	30	67	69.07	30.93
18	I learn English Vocabulary to find a better job in the future.	75	22	75	77.32	22.68
19	I learn English vocabulary because English is an international language.	80	17	80	82.47	17.53
20	I study English Vocabulary for pride.	62	35	62	63.92	36.08
21	I learn English Vocabulary because it can help me to do better in other academic subjects.	80	17	80	82.47	17.53
22	English Vocabulary is useful in searching for information on the internet and social media.	97	0	97	100.00	0.00
23	I need English Vocabulary to promote in social media.	65	32	65	67.01	32.99
24	Someone expects me to learn English Vocabulary well.	71	26	71	73.20	26.80
25	I interest in studying English Vocabulary because of the good facilities (books, learning media).	71	26	71	73.20	26.80

26	The English lecturer could motivate students to enjoy the process of learning English Vocabulary.	80	17	80	82.47	17.53
					72.56	27.44

The Roles of Social Media

No.	Statements	SA	A	N	D	SD	Total	
		f	f	f	f	f	Score	%
1	social media promote self-learning so that the students are motivated to learn English Vocabulary with ease and spontaneity.	25	32	8	2	0	371	76.49
2	Social media is attractive for learning English Vocabulary so that the students are motivated to devote more time using social media in learning English Vocabulary.	27	28	9	2	1	369	76.08
3	Social media motivates students to participate effectively in the classroom be pleased in learning English Vocabulary through social media.	23	27	14	3	0	361	74.43
4	Social media develops students listening and speaking skills by presenting a real-life language input so that the students are motivated to learn English Vocablary through social media.	29	27	9	2	0	374	77.11
5	Social media instructs students to break the barrier of fear and shyness so that the students are motivated to learn English Vocabulary through social media.	14	37	13	2	1	352	72.58
6	Social media, such as online blogs, online English communities, is an effective means of learning so that the students are motivated to learn English Vocabulary through social media.	20	25	16	6	0	350	72.16

7	Social media develops students ammunition (some new words, phrases, and different types of texts) for language so that the students are motivated to learn English Vocabulary through social media.	16	43	8	0	0	366	75.46
8	Social media provides original educational material so that the students are motivated to learn English Vocabulary through social media.	16	28	18	4	1	345	71.13
9	Social media breaks cultural barriers so that the students are motivated to learn English Vocabulary through social media.	14	36	14	3	0	352	72.58
10	Social media enables students to master the English language culture so that the students are motivated to learn English Vocabulary through social media.	17	36	11	2	1	357	73.61
11	Social media is an effective teaching method to motivate students to learn English Vocabulary through social media.	23	35	6	3	0	369	76.08
12	Social media is the best supportive tool for the low-level students so that the students are motivated to learn English Vocabulary through social media.	21	33	10	3	0	363	74.85
13	Social media develop social concepts related to English so that the students are motivated to connect and share information about English with anyone globally.	19	33	15	0	0	362	74.64
14	With social media students can explore the similarities and differences between their language and English to be motivated to learn English Vocabulary through social media.	23	34	8	2	0	369	76.08
15	Social media reduces individual differences among students so that the students are motivated to participate effectively in the classroom.	18	33	13	3	0	357	73.61

16	Social media encourages collective learning so that the students are motivated to learn English Vocabulary through social media.	14	37	15	1	0	355	73.20
17	Social media should be a component of the English language curriculum so that the students are motivated to learn English Vocabulary through social media.	12	29	18	6	2	334	68.87
18	Social media facilitates communication with teachers so that the students are motivated to connect with teachers educationally.	17	39	7	3	1	359	74.02
19	Social media facilitates communication with colleagues so that the students are motivated to share, comment, like, follow all across social media related to English with colleagues.	19	34	13	1	0	362	74.64
20	Social media is available so that the students are motivated to learn English Vocabulary through social media.	21	34	11	1	0	366	75.46
21	Social media is easy to use, particularly by only using smartphones, so that the students are motivated to learn English Vocabulary through social media.	27	30	10	0	0	375	77.32

BIOGRAPHY

Winda Praselia was born in Kepahiang on August 27th 1999. She is daughter of mr. Daryunsah and mrs. Lesiana. She has two brothers, the name of her brothers are Rizki Abi Barka and Fikri Rahmatullah Khairi. She finished her elementary school in 2011 at SD N 07 Kepahiang. Hence, she continued to the junior high school at SMP Negeri 1 Kepahiang in 2011 to 2014. Then, she carried on to senior high school MA Negeri 02 Kepahiang and graduated in 2017. After that, she decided English Tadris Study Program as her major at IAIN Curup.

She is a young intrepreneur. She has tried some business in fashion and internet package. The motivation to be a intrepreneur is in order she can do and buy everything by herself. Furthermore, untill now she still think about what business that should she try after this.