

## THE EFFECTS OF PERCEPTION ON SOCIAL MEDIA ENGAGEMENT AND SELF-EFFICACY TOWARD VOCABULARY MASTERY

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### **Abstract**

*This study examined the impact of social media use and self- efficacy on the English vocabulary mastery of 86 eighth-grade students. Utilizing questionnaires to assess social media engagement and self-efficacy, alongside a vocabulary mastery test, the research found that both social media involvement and self-efficacy significantly contributed to improve vocabulary recall. A strong positive correlation ( $r = 0.787$ ) was identified between these independent variables and vocabulary mastery. The findings highlight the importance of integrating digital learning resources and fostering student self- esteem to enhance vocabulary learning outcomes, underscoring the influence of student perspectives on effective, learner-centered language training.*

**Keywords:** social media; self-efficacy; vocabulary mastery

### **Abstrak**

Studi ini meneliti hubungan antara penggunaan media sosial, efikasi diri, dan retensi kosakata bahasa Inggris pada 86 siswa kelas delapan. Dengan menggunakan kuesioner dan tes retensi kosakata yang mencakup berbagai aspek penerapan bahasa, penelitian ini menemukan bahwa keterlibatan media sosial dan efikasi diri memiliki pengaruh positif yang signifikan terhadap kemampuan mengingat kosakata. Ditemukan korelasi positif yang kuat ( $r = 0,787$ ) antara efikasi diri dan penggunaan media sosial dengan penguasaan kosakata. Temuan ini menyoroti pentingnya pemanfaatan sumber daya digital dan penguatan harga diri siswa untuk meningkatkan penguasaan kosakata, serta menekankan dampak persepsi siswa terhadap efektivitas pembelajaran bahasa yang berpusat pada pembelajar

**Kata kunci:** Media sosial; efikais diri; penuasaan kosakata

## INTRODUCTION

Vocabulary learning is a fundamental aspect of language learning and plays a crucial role in enabling learners to build their ability to produce a language, without an adequate vocabulary, learners find it difficult to express ideas, comprehend texts, or engage in meaningful conversations (Richards, 2005 in Alshraideh & Alahmadi, 2020). Vocabulary learning is a crucial aspect of language learning, enabling learners to express ideas, comprehend texts, and engage in meaningful conversations. Schmitt (2020) found that vocabulary knowledge correlates with language proficiency and academic success, especially

in foreign language contexts. Studies have shown that vocabulary size is directly linked to reading comprehension, writing skills, and overall language proficiency. Masrai (2019) believed that mastering vocabulary is the first step to becoming fluent in English, as it encompasses all known and used words in a specific language.

Curriculum emphasizes vocabulary mastery over vocabulary acquisition, which is crucial for long-term language proficiency. Vocabulary acquisition involves the initial learning of new words, understanding their meanings, pronunciations, and contexts. Regular exposure and varied contexts are essential for effective vocabulary development. Mastery, on the other hand, is the long-term memory and recall of acquired words. It requires consolidation through practice, repetition, and application in authentic settings. Common mastery tactics include active recall, spaced repetition, and real-life usage. Without mastery, vocabulary acquisition can be fleeting, making mastery crucial for long-term language proficiency.

Technology has revolutionized the education profession worldwide, enabling teachers and students to use various media types to teach and learn foreign languages. The exponential expansion of information/communication technology has altered life, varying the skills required for future occupations and how people learn to prepare for them. As digital gadgets become more available, they become a part of people's daily lives, including studying. Social media has become an essential tool for EFL learning, with Indonesia having over 139 million active users as of January 2024. The most used social media platforms are WhatsApp, Instagram, Facebook, and TikTok.

Social media has emerged as the key medium of connection and daily communication in the modern world, with English as the primary language of communication. Platforms like Facebook, Twitter, Twitch, YouTube, Instagram, WhatsApp, and TikTok mostly communicate in English. Alharti, Bown & Pullen (2020) argue that social media exposure has provided users with the opportunity to learn English vocabulary. Social media sites offer customized learning environments, allowing English as a Foreign Language and English as a Second Language students to expand their vocabulary and employ English words in various contexts. Additionally, social media serves as a resource center for key learning materials, such as English language vocabularies shared in university student groups.

However, social media can effectively retain students' vocabulary, but its success depends on learners' self-efficacy. Confidence in one's ability to learn is crucial for success in independent studies. Studies by Usher et al. (2019), Elmasry (2023), and Nordlund, Kokkola & Rydström (2023) highlight the importance of self-efficacy in educational outcomes, particularly in language learning environments. Improving students' self-efficacy is more advantageous than solely focusing on grit in performance enhancement.

Evidently, social media is a crucial tool for students, with some finding it enjoyable and others struggling with English vocabulary recall. Self-efficacy, or confidence in one's skills, can also impact learning outcomes. Few research, particularly for junior high school students, concentrate on students' perceptions



of how social media and self-confidence aid in vocabulary acquisition in English. I picked this subject in order to learn more about how students perceive social media and self-efficacy in their education and to assist educators in developing more effective strategies for vocabulary development.

## RESEARCH METHOD

This research employed a quantitative, survey-design approach to investigate the effects of social media engagement and self-efficacy on English vocabulary mastery among 593 eighth-grade students at State Islamic Junior High School in Kota Tangerang. A stratified random sampling technique was utilized to select a sample of 86 students. The study's hypotheses propose a simultaneous positive effect of social media engagement and self-efficacy on vocabulary mastery, as well as individual positive effects of each variable on vocabulary mastery.

Data collection instruments include a 50-item multiple-choice vocabulary test, a social media usage survey with closed-ended questions focused on English vocabulary acquisition, and a 42-item, five-point Likert scale self-efficacy questionnaire based on Bandura's theory. Content validity and reliability of the instruments were assessed. Content validity was determined using Pearson Correlations via SPSS 27, and reliability was tested using Cronbach's Alpha, also through SPSS 27.

The data collection procedure involved obtaining research permits, preparing instruments, and distributing them online via Google Forms, with students allocated 45-60 minutes to complete them. Collected data was then downloaded and organized for analysis.

Data analysis, conducted using SPSS version 27, included descriptive statistics (mean, median, standard deviation, frequency), the Kolmogorov-Smirnov (K-S) test for data normality, a linearity test using scatterplots to assess the relationship between variables, and the ANOVA test to confirm statistically significant linear relationships. Data visualization techniques, such as bar charts, histograms, and tables, were used to present findings.

Ethical considerations were paramount, with informed consent provided to students regarding the research purpose and procedures. All collected data is confidential and intended solely for academic use, with respondent identities kept anonymous in the research report.

## RESULTS AND DISCUSSION

### Result

#### Data Description

Table 1. Research Data Description

Statistics			
Social	Media	Self-Efficacy	English

	Engagement		Vocabulary Mastery
Valid	86	86	86
Missing	0	0	0
Mean	160.93	143.15	39.01
Std.Error of Mean	2.774	2.711	39.01
Median	161.82	141.97	39.15
Mode	94 <sup>a</sup>	62 <sup>a</sup>	31 <sup>a</sup>
Std.Deviation	25.729	25.142	3.460
Minimum	94	62	31
Maximum	213	198	49
Sum	13840	12311	3355

Bagian ini menjelaskan hasil penelitian secara rinci, termasuk menampilkan hasil-hasil perhitungan, hasil analisis kebutuhan, dan lain sebagainya. Hasil penelitian ini juga dapat ditampilkan dalam bentuk tabel atau gambar, dengan ketentuan bahwa tabel atau gambar tidak boleh terlalu panjang, terlalu besar, dan terlalu banyak. Penulis sebaiknya menggunakan variasi dalam penyajian tabel atau gambar, serta setiap tabel atau gambar yang disajikan harus dirujuk (tidak ditulis ulang) dalam teks. Sebaiknya tidak memasukkan tabel hasil olah data SPSS ke dalam artikel (penulis diharuskan merangkum ulang dan membuat tabel tersendiri sesuai dengan format yang diminta dalam template ini).

Tabel 1 Hasil Statistik Deskriptif

No	Ukuran Deskriptif	Nilai
1	Modus	6,56
2	Median	6,78
3	Mean	6,85
4	Simpangan Baku	1,2
5	Varians	1,44

### Analysis of English Vocabulary Mastery Variable Data (Y)

The English vocabulary mastery data obtained from 86 respondents has an average of 39.01 with a standard deviation of 3.460, a median of 39.15, a minimum score of 31, and a maximum score of 49. This indicates that the average English vocabulary mastery of the respondents is relatively high. The standard deviation score of 3.460 indicates a high level of variation in responses among the respondents. This indicates that the English vocabulary mastery of the respondents is quite diverse.

From the description, it can also be seen that the average value and the median value are almost the same, which are 39.01 and 39.15. This indicates that the English vocabulary mastery scores in this study are quite representative. Meanwhile, the scores that are above average are more numerous than those that are below average, indicating that English vocabulary mastery above average is

more prevalent than below average. The histogram of the data can be seen in the figure below.

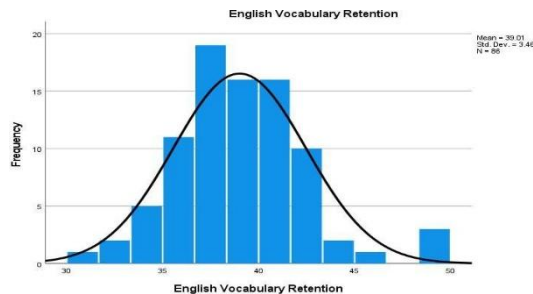


Figure 1. Histogram of English Vocabulary Mastery

From the distribution table, as well as the histogram and frequency polygon, it can be concluded that the student understanding score data in this study has a tendency to be normally distributed.

**Analysis of Social Media Engagement Variable Data (X1)**

The social media engagement score obtained from 86 respondents has an average of 60.93 with a standard deviation of 25.729, a median of 161.82, a mode of 94, a minimum score of 94, and a maximum score of 213. The standard deviation score of 25.729 indicates a high level of variation in responses among the respondents. This indicates that the social media engagement of the respondents varies.

From the description, it can also be seen that the average and median values are almost the same, namely 160.93 and 161.82. This indicates that the social media engagement score data in this study is quite representative. Meanwhile, the scores above the average are more numerous than those below the average, indicating that students with high social media engagement are more numerous than those with low engagement. The histogram of the data can be seen in the figure below.

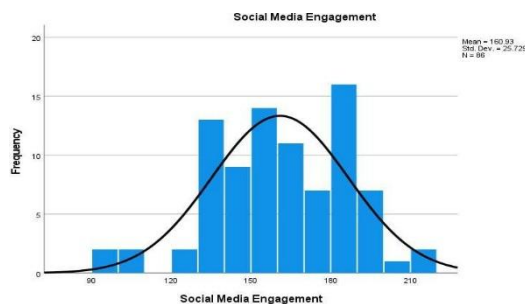


Figure 2. Histogram of social media engagement



From the distribution table, as well as the histogram and frequency polygon, it can be concluded that the digital media usage score data in this study has a tendency towards a normal distribution.

### Analysis of Self-Efficacy Data (X2)

The self-efficacy scores obtained from 86 respondents have an average of 143.15 with a standard deviation of 25.142, a median of 141.97, a minimum score of 62, and a maximum score of 198. From the description, it can also be seen that the average value and the median value are almost the same, namely 143.15 and 141.97. This indicates that the self-efficacy data obtained in this study is quite representative. Meanwhile, the scores above the average are more numerous than those below the average, indicating that there are more individuals with high self-efficacy compared to those with low self-efficacy. The histogram of the data can be seen in the figure below.

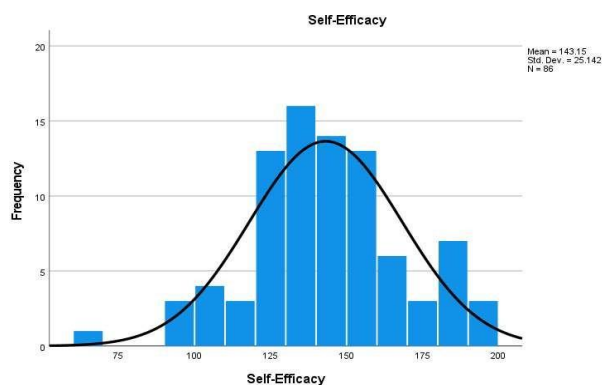


Figure 3. Histogram of self-efficacy

### Testing the Analysis Requirements

The data analysis requirement tests conducted in this study are the normality test and the linearity test of the partial regression line between the independent variable and the dependent variable.

### Data Normality Test

Table 2. Test of Standard Error Normality

	Social Media Engagement	Self-Efficacy	English Vocabulary Mastery
N	86	86	86
Normal Parameters <sup>a,b</sup>	Mean	143.15	39.01



	10	Std. Deviation	25.729	25.142	3.460
Most Extreme Differences		Absolute	.076	.066	.072
	16	Positive	.039	.058	.072
		Negative	-.076	-.066	-.037
Test Statistic		.076	.066	.072	
Asymp. Sig. (2-tailed) <sup>c</sup> Monte Carlo Sig. (2-tailed) <sup>e</sup>		.200 <sup>d</sup>	.200 <sup>d</sup>	.200 <sup>d</sup>	.350
90% Confidence Interval		Sig.	.250	.520	
		Lower Bound	.179	.438	.272
		Upper Bound	.321	.602	.428

In the first step, the normality test of the data was conducted using SPSS version 27. Based on the results of the normality test calculations, a significance value of 0.200 was obtained for the social media variable and a significant value of 0.200 for self-efficacy also a significance value of 0.200 for English vocabulary mastery variable. Data is considered normal if the significance value is greater than 0.05. In this study, both variables, namely digital media usage and student understanding of synonyms and antonyms, have significance values greater than 0.05 (0.200 > 0.05), which means the data is normally distributed.

### Testing for Linearity of the Regression Line

#### Linearity of the Regression Line Between Variable X1 and Y

Table 4. Recapitulation of the Results of the Linearity Test of the Regression Line Relationship Between Variable X2 and Variable Y

			Sum of Square	df	Mean Square	F	Sig
English Vocabulary Mastery * Self-Efficacy	Between	(Combined)	853.462	60	14.224	2.167	18
	Groups	Linearity	544.699	1	544.699	83.000	.000
		Deviation from	308.763	59	5.233	797	765
		Linearity					
	Within Group	s	164.066	25	6.563		
Total		1.017.528	85				

In the table above, it can be seen that the value in the Sig column for the deviation from linearity row = 0.765 for all samples is greater than 0.05, so H0 is accepted, in other words, the regression line between variable X2 and variable Y is linear.

**Research Hypothesis Testing**

Table 5. Results of the Correlation Coefficient Calculation of the Influence of Variables X1 and X2 on Variable Y

Model	R	R Square	Adjusted Square	R	Std.Error of the Estimate
1	.787 <sup>a</sup>	.620	.611		2.158

From the table above, it can be seen that the multiple correlation coefficient, the influence of the independent variables social media engagement (X1) and self-efficacy (X2) together on English vocabulary mastery (Y) is 0.787.

Meanwhile, the coefficient of determination is 0.620, indicating that the contribution of Social Media Engagement and Self-Efficacy together to learning achievement is 62%, with the remaining 38% due to the influence of other unexamined factors.

Table 6. Recapitulation of the Calculation Results of the Significance Test of the Regression Coefficient of the Influence of Variables X1 and X2 with Variable Y.

ANOVA					
Model	Sum of Square	df	Mean Square	F	Sig
1 Regression	630.957	2	315.479	67.736	.000 <sup>b</sup>
Residual	386.571	83	4.657		
Total	1.017.528	85			

From the table above, it can be seen that the sig value = 0.000 and Fobserved = 67.736. Because the sig value = 0.000 < 0.05, H0 is rejected and H1 is accepted, which means that the regression coefficient is significant. In other words, there is a significant influence of the independent variables Social Media Engagement (X1) and Self-Efficacy (X2) on English Vocabulary Mastery (Y).

Table 7. Recapitulation of the Calculation Results of the Regression Line Equation on the Influence of Variables X1 and X2 on Variable Y.

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	21.192	1.567		13.526	.000
Social Media Engagement	.052	.012	.383	4.321	.000
Self-Efficacy	.067	.012	.484	5.457	.000



From the table above, it can be seen that the Sig value = 0.000 and tobserved= 4.321. Because the Sig value = 0.000 < 0.05, H0 is rejected and H1 is accepted, which means there is a significant effect of the independent variable social media engagement on the dependent variable vocabulary mastery. Also, the Sig value = 0.000 and t-observed = 5.457. Because the Sig value =0.000 < 0.05, H0 is rejected and H1 is accepted, which means there is a significant effect of the independent variable self-efficacy on the dependent variable.

## **Discussion**

### **1. The influence of social media engagement and self-efficacy together toward English vocabulary mastery**

From the data description after conducting a correlation analysis, a correlation coefficient of 0.787 was obtained. After testing with the SPSS 27 program, it was proven that the correlation coefficient was significant. This means that there is an influence of the independent variables X1 (social media engagement) and X2 (self- efficacy) together on the dependent variable Y (English vocabulary mastery).

2. The influence of social media engagement toward English vocabulary mastery  
From the hypothesis testing, it was obtained that the Sig value = 0.000 < 0.05 and tobserved = 4.321, thus H0 is rejected, which means there is a significant influence of the independent variable X1 (social media engagement) on the dependent variable Y (English vocabulary mastery).

3. The influence of self-efficacy toward English vocabulary mastery  
From the hypothesis testing, it was found that the Sig value = 0.000 < 0.05 and tobserved = 5.457, thus H0 is rejected, which means there is a significant influence of the independent variable X2 (self-efficacy) on the dependent variable Y (English vocabulary mastery).

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the results of the hypothesis, the following conclusion can be drawn:

1. There is a significant influence of social media engagement and self-efficacy together toward English vocabulary mastery, as evidenced by the sig value = 0.000 < 0.05 and Fobserved = 67.736.
2. There is a significant influence of social media engagement toward English vocabulary mastery, as evidenced by the sig value = 0.000 < 0.05 and tobserved = 4.321.
3. There is a significant influence of self-efficacy toward English vocabulary mastery, as evidenced by a sig value of 0.000 < 0.05 and tobserved = 5.457.

Thus, self-efficacy and social media engagement together significantly impact English vocabulary mastery. All of the factors had a substantial influence on their own, with self-efficacy having a marginally greater effect. These results highlight the value of encouraging students to actively use social media and to have confidence in their own skills in order to improve vocabulary learning outcomes.

## **B. Recommendation**

The study suggests that improving students' use of social media for English vocabulary acquisition is crucial. While self-efficacy and social media involvement significantly affect vocabulary mastery, social media engagement has a smaller impact. To improve this, teachers, curriculum designers, and school officials should make social media use more purposeful and instructive. Teachers can encourage students to apply new English terminology in authentic digital situations through assignments, projects, and online challenges. Schools can also teach students how to organize their social media feeds and offer workshops on appropriate use. Social media involvement can be enhanced by making it interactive, purposeful, and aligned with learning objectives. This approach promotes independent, interest-driven learning outside the classroom and enhances vocabulary learning opportunities in the digital age.

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