

**THE CORRELATION BETWEEN STUDENTS' HABIT IN USING
SOCIAL MEDIA AND VOCABULARY MASTERY TOWARD THEIR
READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXT
AT THE ELEVENTH GRADE OF MAN 2 SURAKARTA IN THE
ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as a Partial Requirements for the Undergraduate Degree
in English Language Education



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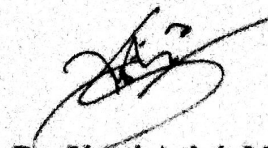
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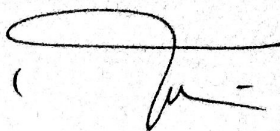
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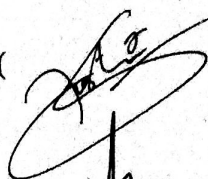
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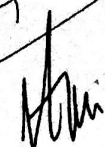
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DEDICATION

The thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW.
2. My beloved father Almarhum Mr. Agus Sari Gunawan and my mom Mrs. Ris Marlina who always support, love, and prayers that always given to me.
3. My beloved siblings they are my older sister Ilmi Salsabilla and my younger brother Rahyaan Zanidin who always support and gives much love.
4. All of my classmates D class.
5. My beloved almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

“Perhaps you hate a thing and it is good for you, and perhaps you love a thing and it is bad for you. Allah knows better, while you do not know”.

(Al-Baqarah:216)

“Read! In the name of your Lord Who created. He created man from a clot. Read! And your Lord is Most Honourable, Who taught (to write) the pen. Taught man what he knew not”.

(Al-‘Alaq: 1-5)

“Whoever starts doing good deeds in Islam so that it becomes a habit of the ummah, then they will get the reward and the reward of those who imitate those deeds, without reducing their reward in the slightest”.

(HR. Bukhari Muslim)

“Allah did not create anything stronger than *doa'*, He has made *doa'* stronger than His destiny”.

(Jalaluddin Rumi)

“Before you love someone or something, first love the creator, Allah SWT”

(Arafah)

“Be Valuable, not Available”

(Arafah)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*The Correlation between Students' Habit in Using Social Media and Vocabulary Mastery toward Their Reading Comprehension in Analytical Exposition Text at the Eleventh Grade of MAN 2 Surakarta in the Academic Year of 2022/2023*" is my own original work. To the best of my knowledge and belief, the thesis consists no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 23rd May 2023

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The researcher is sure that this thesis would not be completed without help, supports, and suggestions from several sides. Thus, the researcher would say her deepest thanks to all who have giving helped, supported, and suggested her in the processing of writing this thesis. This goes to:

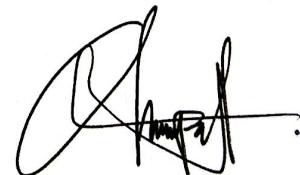
1. Prof. Dr. H. Mudhofir, S. Ag, M. Pd., as the Rector of Raden Mas Said State Islamic University of Surakarta.
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Sukoharjo, 23rd May 2023

The Researcher,



Ginaya Arafah

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ABSTRACT

Ginaya Arafah. 2023. *The Correlation between Students' Habit in Using Social Media and Vocabulary Mastery toward Their Reading Comprehension in Analytical Exposition the at the Eleventh Grade of MAN 2 Surakarta in the Academic Year of 2022/2023*. Thesis. English Language Education. Faculty of Cultures and Languages.

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Keywords : Students' Habit in Using Social Media, Vocabulary Mastery, Reading Comprehension, Analytical Exposition Text

The lack of vocabulary mastery in students makes them low in reading comprehension ability. In fact, reading comprehension is an important skill to be mastered since reading is often used as competency tests in each student's English test, and many kinds of English texts that students learn, one of which is analytical exposition text. In the other hand, the high usage of social media habits among students can be one way for them to learn English. Students' reading comprehension ability can be influenced by many factors such as their habit of using social media and vocabulary mastery. This research is intended to find out whether or not there is a positive and significant correlation between students' habit in using social media (X_1) and vocabulary mastery (X_2) toward their reading comprehension in analytical exposition text (Y).

This research is quantitative with correlation method which focuses on three variables. It was carried out at MAN 2 Surakarta, and the population were the eleventh grade with 77 samples which selected by proportionate random sampling and used Slovin's Formula. The instruments in collecting the data were questionnaire for measuring students' habit in using social media while tests for vocabulary mastery and reading comprehension in analytical exposition text. The researcher used single and multiple correlation to analyse the findings data and to find the result of hypotheses.

The result of the findings showed that (1) There is a positive and significant correlation between students' habit in using social media (X_1) and their reading comprehension in analytical exposition text (Y) because the computation is ($0.321 > 0.221$) and the contribution between the two variables is 10.3%. (2) There is a positive and significant correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y) because the computation is ($0.415 > 0.221$) and the contribution between the two variables is 17.2%. (3) There is a positive and significant correlation between students' habit in using social media (X_1) and vocabulary mastery (X_2) toward their reading comprehension in analytical exposition text (Y) because the computation is ($0.454 > 0.221$) and the contribution between the three variables is 20.7%. So, H_0 is rejected and H_a is accepted. The conclusion of this research is there is a positive and significant correlation between students' habit in using social media (X_1) and vocabulary mastery (X_2) toward their reading comprehension in analytical exposition text (Y).

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CHAPTER I

INTRODUCTION

A. Background of the Study

In mastering a foreign language, one of which is English, there is one skill that must be mastered by students, it is reading. Reading is an important skill, because it is an activity that is always done by many people, especially students, both at school and outside of school, and it is often used in education. Guthrie, Wigfield, Barbosa, and Perencevich (2004:403) said that the majority of students may never speak much English, but they will almost surely have to read English in order to complete their studies. Reading is also a way for strengthening and expanding students' understanding of the language. According to Harrison (2004:3) the importance of reading is not only related to the development of knowledge but also related to students' thinking ability. It can be said that reading is one of the skills highlighted in English as being necessary to provide readers a chance to see the world and develop their perspectives, through reading, students will be more intelligent and creative.

Reading is a process of text interpretation, it is also an action of deriving both knowledge and information at the same time. According to Mikulecky (2011:5) reading is a complex conscious and unconscious mental process in which the reader uses various strategies to reconstruct the meaning deemed intended by the author, based on data from the text and from the reader's prior knowledge. Reading proficiency gives readers the power to take

responsibility of their own knowledge and further to decide about their future.

Furthermore, it is not enough if we are just reading, students must be able to comprehend the meaning of what is read, because comprehension is the main objective of reading process. According to Hock and Mellard (2005:4), “Reading comprehension is a collective term that describes the result of the process of finding the meaning in a text that we read in order to understand the overall context of the text”. It is different from reading in general, reading comprehension also requires the reader to extract the ideas from any written text as efficiently as possible (Syarfi, et al., 2022). Students must understand what they read, establish connections between what they read and their prior knowledge, and reflect on what they read to understand the written text.

Having reading comprehension skill will ease one in understanding information and knowledge. By reading students can get new perspective, a wealth of knowledge, and the most recent news. This skill will also be a useful means to gain success in academic achievement. Choirunnisa (2017:2) argued that reading is an important English skill that must be mastered by language students, such as Indonesian students, to pass any English exam or test. In the same line with, Brown (2010:185) stated that the most important competency for success in all educational environments is reading comprehension, which will continue to be a parameter determine to develop general language proficiency assessments. It means that students have to master their reading comprehension to prepare themselves to pass

any English tests such like the midterm test, final semester test, or university entrance test.

In addition, not all students can understand the content of the text they read. Since the English subject matter that is often taught in senior high school is about the types of English text, which are usually presented in the form of long or short paragraphs, reading is something that students are less interested in. The problem that students often have is difficulty in understanding what they are reading, due to their lack of vocabulary. Students still struggle to comprehend the text or passage they have read. When they read a passage or a text, they frequently seek out the definitions of unfamiliar words they found. So, they have to make many stops in reading. As a result, they cannot concentrate on what they have read.

The material that is taught at the senior high school is about types of English text, one of which is analytical exposition text, the type of English text that is learned by the eleventh grade in the curriculum of 2013. Based on the text book for senior high school, Sudarwati (2007:116) stated that analytical exposition text is a type of written text that is the writer's arguments on something case around us as and the fundamental the reason that such things are accurate. The function of this text is to persuade the readers about the author's arguments on some specific topic. It might be challenging for students to comprehend the meaning of lengthy reading texts.

Students who have more mastery of vocabulary than understanding the reading will be much easier, but students who have low mastery of vocabulary will likely find it difficult to understand readings written in the context of English. As a foreign language learner, students have to master all of the fundamental elements that are required in language matters. Jack and Willy (2002:255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how people learn to speak, listen, read, and write. In the same statement, Yang and Dai (2012) defined vocabulary as the most important component of reading in a foreign language as it is sizeable.

Vocabulary is a basic component in English that must be mastered in order to get better English. Heibert (2005:3) defines vocabulary as understanding the intent of a word. The use of vocabulary for second language learners is to express their thoughts in oral and written form (Fauziati, 2002). It can be said that vocabulary is the syntactic structures of language as the smallest form of it was words that can be formed into the larger one in the form of phrases, clauses, sentences, and even paragraphs.

In correlation with reading comprehension, one of the factors that can make students succeed in reading comprehension is vocabulary mastery. Hedge (2003) said that in language teaching and learning, it is significant to increase the understanding about the messages contained in every word of the text that we read. According to Al Qahtani (2015:26) vocabulary mastery is a person's intelligence to know words, their meanings, and the process to use

those words in a language. Without vocabulary, it is impossible to learn a language and get the meaning of what we read. It relates to Walkins in Thornbury (2002:13) there is nothing to convey without vocabulary. Therefore, vocabulary mastery can be said to play an essential role in assisting students in comprehending the reading process. The more learners mastering about vocabulary which is related to the meaning of words, the easier to understand the reading text written.

From the explanation above shows that how important the mastery of vocabulary in reading comprehension, the problem of vocabulary and reading are being studied in subject of both. Reading used to be associated with books or other printed media, however, in this modern digital era, reading is no longer limited to paper because the latest information is available online and through electronic media (Iftanti, 2012). By taking advantage of the development of sophisticated technology, learning English can be done anywhere and anytime. Teachers and books are no longer the only source of knowledge for students nowadays, they may also access a variety of smartphone applications to gather their own information, which they can utilize as knowledge (Ferdiansyah, Ma'ruf, & Jayanti, 2022:57). The use of social media which has a large positive impact on students is one of the factors that influence students' English reading skill. According to Monica and Anamaria in Al-Mukhallafi (2020:2011) found that the impact of computers and social media is to be able to develop students' knowledge and ability of English, especially in reading skill. Wong (2015) agreed that currently the majority of students use their mobile devices to access the

internet and perform tasks related for learning such as English reading comprehension.

Social media is a proof of the success of technology in this millennial era, anything can be obtained and accessed easily and quickly, especially in the world of education. According to Siemens (2005) learning can occur effectively through digital platforms like social media, discussions, videos, pictures, and blogs. Both teachers and students who use social media to teach English as a foreign or second language believe that social media makes learning inside or outside of the classroom easier and more successful (Chartrand, 2012:98). It means that the area of education has been greatly impacted by technology advancements, like social media platform, particularly when it comes to learn English as a foreign language to improve students' reading comprehension.

The use of social media has definitely become an inseparable part of life today, especially for senior high school students. As seen by *We Are Social* there are 191,4 million social media active users in Indonesia and 88.5% of the population of social media active users aged 13+. From the data above, the use of social media among teenagers or students has become a habit. Habit is some activities that happens repeatedly and continuously performed. Richard (2002) stated that habit is a regular behaviour system that becomes nearly automatic as an output of repetition. According to Lally, Jaarsveld, Potts, and Wardle (2010), habit is automatic responses to contextual cues, acquired through repetition of behaviour in the presence of these cues. The existence of a habit starts from within one's mind,

intentional thoughts lead to intentional acts, which progress to repetitive activities, automatic actions, then become habit (Verplanken, 2018:3).

Students' habit of social media usage in everyday has played a major role in the improvement of education, especially in English. They can get a lot of knowledge one of which is English if they used their habit correctly for learning English especially for increasing vocabulary mastery which will affect their reading comprehension. Duke and Pearson (2004) stated that except vocabulary, habit is something that also can affect reading comprehension. Moreover, according to Graybiel (2008:361) found that "the ability to form good habit and the values of students' habit can affect cognitive function which is very important for learning and developing knowledge and ability". So, when students want to learn and master a language, they need to be more exposure, connected to that language, and do something learning repetition as effort to way for mastering things to improve students' achievement.

There are several social media were frequently used by students as their habit in using social and also for learning English, based on the result of preliminary research, including Instagram, Twitter, YouTube, Facebook, and WhatsApp. The many features on social media use English, so they more challenged and curious to know the meaning of the English, and they are not interest in reading English book in the library, discussing some topics on English with their friends, but learning English through other media like using social media applications, finding a new learning style by them it is more fun. The use of social media can't be separated from English

because the majority of social media uses English in its applications or settings, which makes learning English indirectly very useful (Erzad & Suciati, 2018:7).

On the other hand, they can find and read a text from captions, quotes, pictures, videos, short or long text written in English, and following some account that containing English subject. According to Inayati (2015:9), Piaget with his language learning theory constructivism stated that "Learning will be more effective, if students relate directly to the object being studied, which is in the surrounding environment". Students' produce their own discover, knowledge is a construction (formation) of someone who analyses something (Utami, 2016:5). They get new vocabulary and then try to identify the meanings, comprehend them, and memorize the new words. Therefore, by habit in using social media students can find some English words and sentences and use them to improve their reading comprehension ability.

Knowing that the student English learning process also can be done independently through their habits in using social media, because of that social media can improve vocabulary mastery which will ultimately have an impact on improving their reading comprehension. Research on this topic has been carried out by the researchers, as the studies from Ramadhan and Syahrul (2021), Al-Mukhallafi (2020), and Patuan et al., (2021). They all studied the influence, effect, and relationship of social media use on students' reading ability and vocabulary mastery, found positive outcomes,

such as how social media helps them get better at their reading comprehension ability.

Based on the explanation from the background above, and by looking at the importance of the vocabulary mastery in reading comprehension and the use of social media can be a tool for learning English in both of developing vocabulary and to improve students reading comprehension, and some evidence that has been previously examined by other researchers, the researcher interests to do a research study. The researcher carried out the research with the title *The Correlation between Students' Habit in Using Social Media and Vocabulary Mastery toward Their Reading Comprehension in Analytical Exposition Text at the Eleventh Grade of MAN 2 Surakarta in the Academic Year of 2022/2023.*

B. Identification of the Problems

There are a variety of problems that could develop based on the research's background. These problems are present:

1. Students have low ability in English reading comprehension.
2. The lack or minimum of vocabulary mastery made students difficult in reading comprehension.
3. Reading comprehension skill took special attention, because it is often used as competency tests in each student's English test.
4. Students' frequency or habit in using social media become positive if they used it correctly in developing their English abilities and knowledge.

C. Limitation of the Problems

In this research, the researcher focused on the three variables. The three variables are; students' habit in using social media as the first independent variable (X_1), and the second independent variable (X_2) is vocabulary mastery, and for the dependent variable (Y) is students' reading comprehension in analytical exposition text. Furthermore, the researcher limited this research just to find out the correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

The researcher limited this research to three variables because it is a quantitative research with correlation method which requires data in the form of number and analysed with statistical model. These variables are also important to discuss in this research, because the first variable is students' habit in using social media can be a good and useful platform for learning English and improve their English abilities, beside that vocabulary mastery is important too because without good and enough vocabulary and its mastery it will be more difficult to get the comprehension ability in reading English texts.

D. Formulation of the Problems

Based on the explanation of identification and limitation problems, the problems are formulated as follows:

1. Is there any positive and significant correlation between students' habit in using social media and their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023?
2. Is there any positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023?
3. Is there any positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023?

E. Objectives of the Study

Based on the problems formulated above, the objectives of the study are present:

1. To find out whether or not there is a positive and significant correlation between students' habit in using social media and their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.
2. To find out whether or not there is a positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

3. To find out whether or not there is a positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

F. Benefits of the Study

The researcher hopes that this research can be useful both in theory and practice as follows:

1. Theoretical Benefits

The researcher hopes that this research can be an easy solution and alternative for learning and teaching English, especially in mastering reading comprehension and mastering vocabulary. The researcher also hopes that students are aware of the development of technology which is very useful for learning English or other knowledges.

2. Practical Benefits

- a. For the students, the findings of this study inform students about the advantages of habit in using social media as a platform for learning English. It also benefits the students to encourage them to become more interested in learning English, especially about reading, and help them to develop and mastering their English vocabulary.

- b. For the teacher, in order to help teacher educate and comprehend students' reading skills and students' English vocabulary mastery, this study's findings used technology to gather information regarding alternatives to teach English.
- c. For the researcher, it can be used as a reference and source of new knowledge in related studies on the variables that affect reading comprehension.

G. Definition of Key Terms

1. Correlation

Fraenkel, Wallen, and Hyun (2012:330) defined correlation research method is a research method to ascertain the relationship between two or more variables and the strength of its relationship.

2. Habit

A pattern of action that is routinely repeated and has a potential to happen unconsciously is called habit. Verplanken (2018:3) defined habit as a pattern of behaviour that develops over time by repeated exposure or psychological conditioning and manifests as regularity or better productivity.

3. Social Media

Social media is benefited society as a result of Web 2.0 because it has allowed people to benefit from things they could not previously.

4. Vocabulary Mastery

The competence to know words and their meanings is known as vocabulary mastery.

5. Reading Comprehension

The capacity to comprehend and ascertain information offered in writing, whether such knowledge is expressly mentioned or not in a paragraph, is known as reading comprehension. In reading comprehension, the reader engages with the text's message to produce an understanding of the writer's point of view.

6. Analytical Exposition Text

An analytical exposition text is a type of text that explains one side of an argument in a text. Analytical texts are texts that represent comparison and contrast, problem solution techniques, cause and effect assumptions, and research to explain why and how something happens.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Reading Comprehension

a. The Definition of Reading Comprehension

Reading is the foundation for understanding a text, and it allows people to think, distribute knowledge, and learn about something new in daily life. According to Macceca (2007:4) "Reading is a dialogue between the reader and the author and during this dialogue, the reader should generate the questions to help anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of the text". It is clear information that the reader had to construct the meaning of what they are reading in effort to get ideas, perception in written text. This statement is in the same line with McNamara (2007:3) she said reading is making meaning from print and visual information, reading as a transaction among the reader, the text, and the intention of the author. In other hand, reading is a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader inferences and thoughts, as by the direct message to the eye from the text (Hedgcock and Dana, 2009).

The ability to read is an essential skill for students, by reading, students can improve their skills or even enlarge their vocabulary,

knowledge, and find pleasure. The goal of reading is to allow the reader choose a text, and based on the text they read, the reader will gain knowledge and develop a general understanding. It can be described that reading is a complex process of thinking in assigning meaning from printed materials that involve most of the readers to receive ideas or information extended by the text.

Moreover, Grabe and Stoller (2002) defined comprehension is the act of parsing words, assembling general main ideas into a thought pattern, and incorporating into new understanding. It indicates that comprehension is achieved when a reader successfully collects the important information in a text and integrates it into a new previous understanding. According to Westwood (2008:31) reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Then Hock and Mellard (2005:4) said “Reading comprehension is a collective term that describes the result of the process of finding the meaning in a text that we read in order to understanding the overall context of the text”.

At the end of the explanation above, the researcher concludes that reading comprehension is an action to understand reading which aims to get information, intention, purpose, and knowledge of reading either from what is written or printed text.

b. The Factors Affected Reading Comprehension

Reading is something that is not easy to understand, especially if reading a text written in a foreign language. Knowing several factors that can affect reading comprehension is a solution. According to Duke and Pearson (2004:205) state that there are some factors that may affect students' reading comprehension. Those factors are described on the following text.

1) Motivation/Purpose/Habit

It focuses on people's decisions regarding which activities to engage in and how persistent they are in completing those activities as well as the amount of effort they expend to engage in such activities.

2) Background Knowledge/Vocabulary

It is a crucial word which students need to focus on the foreign language. Students will find it simpler to comprehend the language if they have a large vocabulary.

3) Decoding Automatically

It is the capacity to create and assign meaning to words through involvement and interaction with written word.

4) Fluent Reading

It is the capacity to read quickly, fluidly, and accurately. Reading with appropriate expression and phrasing is referred

to as fluent reading. Fluent reading requires extensive incremental learning and text comprehension to achieve.

5) Understanding and Use of Strategies Employed by Effective Readers

A good reader will use reading strategy since it is important for both the educational process and reading comprehension. Readers can find it beneficial to apply a strategy when reading.

6) The Type or Genre of Text

There are numerous text kinds or genres. Examples include poetry, nonfiction, and fiction. Readers will get familiar with and read a variety of text types, particularly in English, including analytical exposition, narrative, recount, and etc.

7) The Number of Reading Done

It relates to the number of texts or books that the readers have read in their daily lives. The words will be well-known to readers who read frequently.

After knowing about some factors that influence reading comprehension, this research focused on two of them. These factors relate to the students' habit of using social media, and vocabulary mastery.

c. Micro and Macro Skills of Reading Comprehension

Beside the factors that can affect reading comprehension, there are micro and macro skills that become crucial in reading comprehension, as stated by Brown (2010:187-188) as follows:

1) Micro Skills

In a broad sense, micro-skills of reading comprehension include the understanding of micro components of language such as phoneme, morpheme, syllables, words, phrases, and sentences.

- a) Discriminate among the distinctive graphemes and orthographic patterns of English
- b) Retain chunks of language of different lengths in short-term memory
- c) Process writing at an efficient rate of speed to suit the purpose
- d) Recognize a core of words and interpret word order patterns and their significance
- e) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralized), patterns, rules, and elliptical forms)
- f) Recognize that a particular meaning may be expressed in different grammatical forms

- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clues.

The micro skills by Brown, it places the essential thing in first namely students or understand graphemes and orthographic patterns of English. They have to differentiate them too. However, in reading, readers orthographic of patterns English They know words and the meaning. They recognize about word classes, tenses, patterns, rules, and elliptical forms.

2) Macro Skills

Macro skills are most commonly referred to listening, speaking, reading, and writing in English language.

- a) Recognize the communicative functions of written texts, according to form and purpose
- b) Infer context that is not explicit by using background knowledge
- c) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings

- e) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- f) Develop and using a better of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The macro skills by Brown, readers should know the meaning from rhetorical forms of written text. Readers comprehend a text by using background knowledge. The background knowledge is knowledge that readers have and relating with a text that readers read. Then, readers understand the meaning of implicit text. Besides, in this macro skill readers know main idea, supporting idea, new information, given information, generalization, and exemplification by describing events, ideas, and then inferring connections between events, deduce cause and effects.

Furthermore, there are the principles strategies of reading comprehension stated by Brown (2010:306-308). The principles strategies of reading comprehension are as follow:

- 1) Identify your purpose in reading text
- 2) Apply spelling rules and conventions for bottom-up decoding
- 3) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning

- 4) Guess at meaning (of words, idioms, etc) when you are not certain.
- 5) Skim the text for the gist and main ideas.
- 6) Scan the text for specific information (names, dates, keywords)
- 7) Use silent reading techniques for rapid processing.

To sum up, those are the macro and micro skill in reading comprehension. Micro skills in reading comprehension emphasize that from the basic or micro, namely knowing about word classes and word meaning, then macro skills are the basis that students must know the overall context from the text

2. Review on Habit

a. The Definition of Habit

A habit is some activities that happens repeatedly and continuously performed. There are a lot definitions of habit. Scientists give definitions about habit. Richard (2002) stated that habit is a regular behaviour system that becomes nearly automatic as an output of repetition. Then, Lally, Jaarsveld, Potts, and Wardle (2010) defined habit as automatic responses to contextual cues, acquired through repetition of behaviour in the presence of these cues. Meanwhile, according to Verplanken (2018:3) defined habit as a pattern of behaviour that develops over time by repeated exposure or psychological conditioning and manifests as regularity

or better productivity. He also stated that the existence of a habit starts from within one's mind, intentional thoughts lead to intentional acts, which progress to repetitive activities, automatic actions, then become habit.

The habit in this research study refers to the students' habit in using social media as part of their regular activities, wherever and whenever that may be. A habit can be done at home, at the school, on the way, and other places with any situations, it may be simple, easy, and efficient for them.

From the definition above, a brief conclusion can be drawn that habit is something that is done continuously and always do repetition, from this repetition there will be automatic habits on their brain and become accustomed.

b. Habitual Learning

According to Richard and Schmidt (2010:328) learning is a process that occurs as a result of practice, instruction, or experience and is the process by which changes in behaviour, knowledge, and abilities occur. Meanwhile, Sudjana (2010:47) stated "Learning is an intentional effort made by someone to change knowledge and abilities by carrying out an activity that is repeated". In psychology, habituation is a type of learning in which the probability of a response behaviour gradually increases with repeated exposure to a stimulus, which has relationship to increase learning or knowledge

(Graybiel, 2008:362). He defined, “Habitual learning is the process of creating systematic habit designed to facilitate learning, in the process consisting of orders, discipline, results, and rewards, with the aim that individuals get new attitude, knowledge, and some ability. To improve their ability, the students perform an activity automatically and frequently. In other words, habitually learning by using habit.

It can be concluded that the habitual learning is a process of developing something through learning repetition. For example, the students do something continuously and repeatedly and this activity is used as a way for learning something to improve their achievement. Like some Indonesian students like to use their habit in using social media as their media for learning English and many more knowledges, such like they can increase their vocabulary by finding captions, quotes, pictures, videos, or text that written in English, from this they also can improve their reading comprehension ability.

c. Factors Influencing Habit

According to Verplanken (2018:22) there are three factors that affect someone’s habit, they are frequency, repetition, and behaviour.

1) Frequency

Frequency is the number of times something occurs throughout a specific time period, or the fact that something occurs frequently or a lot of times. For example, if someone visits market twice a week, that's mean her/his shopping frequency is two visits per week.

2) Repetition

It is the situation of repeating something that has already been said, did or written. So, repetition is the act or activity of repeating or being repeated.

3) Behaviour

Behaviour is an individual phenomenon that is defined by the visible, quantifiable movement of a body component over time and location. At least one feature of the environment is affected by behaviour, which is dynamic, actual, and produces quantifiable results in real time.

Based on the definitions above the researcher concludes that a habit can grow if someone conducts something in strong repetition, too long an interval of time, interest in actions and the result of the students' action is pleasure.

3. Review on Social Media

a. The Nature of Social Media

Social media is a kind of technology for information and communication tool that people use to communicate anywhere and anytime (Mardiana, 2016:2). In addition to serving as a means for communication, social media creates communities online where people may exchange information, knowledge, even images and videos. Many people used social media in their communication and information, they use social media to communicate with one another, get knowledge and information, sending and receiving messages as well as producing and sharing material. Social media data records every message and person's behaviour.

Furthermore, Kaplan and Haenlein (2010:60-61) stated that, the meaning of social media is an internet-based application which can be called as Web 2.0. According to them, Web 2.0 is a new method for web developers to use the World Wide Web as a medium in which content or information is constantly updated in a participatory and interactive style by all users rather than being produced and released by individuals. Since the growth and advancement of technology, social media has significantly increased. User-generated content can be viewed as the manner in which people utilize social media with Web 2.0 serving as the conceptual and technical underpinning of social

media. It is typically described as media formats that permit multiple users to access and jointly produce information.

According to Inayati (2015:9), social media's nature is consistent with the use of constructivism theory in English language teaching and education. Piaget's constructivism theory, students' language produces its own discoveries, making them capable of constructing their own knowledge. Constructivism is a theory founded by Jean Piaget it assumes that knowledge is a construction (formation) of someone who analyse something (Utami, 2016:5). Someone who learns mean actively forming understanding/knowledge, not only receiving from the teacher (Masgumelar, & Mustafa, 2021:50). The theory has aim in learning, it is to help improve students' understanding. Learning will more effective, if students relate directly to the object being studied, which is in the surrounding environment. Utilizing modern technology-based tools with a network and a variety of learning resources can improve student comprehension and efficacy (Masgumelar, & Mustafa, 2021:53).

In addition, there is a new theory of learning in the digital environment called connectivism, Siemens (2005) is the founder of connectivism theory. The connectivism learning theory gives learners the chance to take full advantage of social media and other information technology advancements to share and get knowledge by following a network of interconnected

communities. A theoretical framework named connectivism aims to demonstrate how people learn in the internet age. This theory advances the belief that there is an effective learning through digital platforms like social media, discussions, videos, pictures, and blogs.

To sum up, the online platforms that allow for the interactive Web 2.0 by encouraging users to participate in, comment on, and create content as a means of communicating with their social network, other users, and the general public and which have content formats including text, video, photographs, audio, PDF, and PowerPoint is known as social media. Social media has immensely benefited as a result of Web 2.0 because it has allowed people to benefit from things they could not previously, constructivism and connectivism, acknowledges that technology plays a significant role in the learning process and that connected to the internet allows someone to make decisions about their learning.

b. Types of Social Media

According to Kaplan and Haenlein (2010:62-64) who identified six major social media platforms. Firstly, social networking website. It is a website for social communication, the application is what make it possible for users to interact with one another by inviting them, generating and sharing personal

content like audio, video, and photo files, and blogs, as well as messaging one another. Social networking website include Facebook, WhatsApp, for instance.

Many studies have shown how Facebook may be used to improve student involvement in foreign language learning and teaching. Ivala and Gachago (2012:154) said that using Facebook to learn English gives students a good perspective, enthusiasm, and confidence. According to Blattner and Fiori (2009:20) Facebook provides many services, including the option to send and receive private messages, create groups, assist students with keyword and subject engagement, arrange video conferences for users, and join groups for people with similar interests. It can be used to enhance English learning for students, particularly in terms of improving vocabulary, reading, and writing.

Meanwhile La Hanisi, Risdiany, Dwi, and Sulisworo (2018:31) highlighted the potential use of WhatsApp to enhance the English classroom given how simple it is to use and how it enables students to communicate in English with teachers and other students whenever and wherever they are. They mentioned that it may be used to send and receive private messages, organize question-and-answer sessions, send and receive courses, and help teachers better understand their students and determine whether or not their students have an understanding

of a subject. This application also available for improving reading and writing skill. To be more precise, each of them can serve as a discussion platform in the classroom. Due to their functionality and captivating displays, these applications are extremely well-liked by the younger generation.

Secondly, content-sharing websites. They are the applications which primary purpose is to enable users to share content, such as pictures, and videos. The most popular types of content-sharing websites are Instagram, and YouTube. Al-Rahmi, Othman, and Musa (2014:211) claimed that students can read some quotes text, captions with English, pictures uploaded, videos, and a text that written in English. There are also many accounts on Instagram that concentrate on English material, which can make it easier for students to learn the language and provide them the chance to expand their vocabulary and improve their skills such like reading, writing, and speaking. On the other hand, YouTube, students can watch and share videos with a variety of content, particularly English videos, on the video sharing website YouTube. According to Nofrika (2019:57) in her study, which looked into how YouTube might help students become more fluent in English, found that student gain knowledge of grammar, vocabulary, reading, and writing.

The third are microblog or blog. Weblog or blog are a web technology for information sharing. They are an internet website

that presents content in chronological reverse order, with the most recent posts appearing first. It is a website where a blogger or a community can express their opinions through everything from individual stories to summaries of relevant information regarding a particular theme. Twitter is the popular microblog or blog. Twitter is a social media platform that combines microblogging with social networking, allowing users to send and read 140-character text messages called "tweets".

As in a study conducted by Faiza in Hasanah and Anugerahwati (2022:176) said that the phenomenon of teenagers now who are fans of K-Pop or Hollywood and Bollywood are always reading tweets from their idols, and they said that it can improve their English skills such as increasing new vocabulary, and reading comprehension by Twitter. This happens as a consequence of their awareness that their idol and English serve as their mediums for communicating and getting information of them.

The fourth is collaborative projects. It a website which facilitate the simultaneous and cooperative generation of content by numerous users, enabling the building of enormously beneficial databases. The instance of this type is Wikipedia. The next type of social media is virtual game worlds. Virtual worlds are online platforms that mimic a three-dimensional environment and allow users to communicate with one another

as they would in the real life by appearing as customized avatars. Virtual game worlds include World of Warcraft as an example. The sixth type and the last is virtual social worlds. The teacher can choose and create a physical or virtual classroom and instruct the students to gather there for class discussions. The most well-known website which offers a variety of educational tools is Second Life.

From the theory above, it can be seen that social media is divided into six majors, starting from sharing photos and videos, social communication, blogs, collaborative projects, and virtual games. Some of the types above also show good and wide availability as a mean for learning English, because the existing features are very facilitating and easy.

4. Review on Vocabulary Mastery

a. The Definition of Vocabulary Mastery

The set of many words we are familiar with is referred as our vocabulary. To express our thinking and to be capable of understanding what we read, and other people are saying, we must be able to master a wide range of vocabulary. It is in the same statement by Jack and Willy (2002:255) who stated that vocabulary is a core component of language proficiency and provides much of the basis for how people learners speak, listen, read and write. It means that the first thing people should learn

is vocabulary because with vocabulary people can learn the language skill easier and will be useful for the process of achieving language teaching objectives.

Moreover, according to Elfrieda and Michael (2005:3) "Vocabulary is an important element in a language, because it is knowledge of meanings of words". It means that vocabulary is basic element of a language which will make the language meaningful. Vocabulary is a word that has meaning or a collection of English words that are owned by someone, because this is a basic part of a language. Meanwhile, mastery is the total understanding of a subject or exceptional capability that makes a person a master in some field. According to Al Qahtani (2015:26) vocabulary mastery is referred to the considerable ability to process words in a language.

Getting a lot of vocabulary requires some practice and ways to achieve that. Besides, a person's motivation, interests, habit, and need for the words will all have an impact on how specialized their vocabulary mastery is. Therefore, many linguists define how vocabulary can be learnt properly. Schmitt (2000:833-835) identified the two different styles of vocabulary learning, those are intentional learning and incidental learning.

The first is intentional learning. Schmitt defined intentional learning as learning English vocabulary which is carried out in

class by students and teachers, by planning and designing materials. The teacher teaches the students, and then all students are asked to remember the words. Secondly is incidental learning. Schmitt defined incidental learning is a language learning for communicative purposes, which gives students great advantages for the time used. Students who acquire vocabulary incidentally can save time because they do so unconsciously. Habit in using social media is one of the solutions to learn English vocabulary and may be also for developing reading skill in this kind of learning.

Schmitt explained the steps of incidental learning vocabulary, the first is social media acts as a source of information or an input for subjects to learn new words. Then, the students may find across new English words while using social media, and they may try to identify the meanings, comprehend them, and memorize the new words.

The researcher notes conclusion that vocabulary mastery is the ability that are complete in understanding the meaning and using words from language which they have learned in certain situation and which sometime they have experienced in their lives including. This skill has important role of language skills, beside that it must be considered as one component of the language.

b. Kinds of Vocabulary

There are some kinds of vocabulary based on many experts that will be explained on the paragraph below.

Firstly, according to Kamil and Hiebert (2005:3), there are two kinds of vocabulary. They are productive and receptive vocabulary.

- 1) The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particular in writing and speaking.
- 2) The receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneous for them may recognize the words' meaning as they are reading and listening.

Moreover, Fromkin, Rodman, and Hyams (2003:73-74) classified words in a language in to two terms:

- 1) Content word or lexical word is the word used to express or describe things such as actions, object, attributes and ideas. It consists of noun, verb, adjective, and adverb.
- 2) Function word or functional category is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition, article, and pronoun.

Additionally, according to Thornburry (2002) stated that the other important aspect in vocabulary is the meaning of the words. One word has relation to other words. Categories such as follows:

1) Synonym

Synonym is set of words which have nearly identical or similar meanings. For instance: teacher similar with tutor, small similar with tiny, big similar with large, etc.

2) Antonym

Antonym is defined as words which have the opposite meaning. For instance: smart >< stupid, diligent >< lazy, short >< high, etc.

Based on the theory above, it can be concluded that the kinds of vocabulary consist of productive vocabulary, receptive vocabulary, content word, function word, and word meaning or synonym and antonym.

5. Review on Analytical Exposition Text

a. The Concept of Analytical Exposition Text

Texts are constructed in various ways since they have many functions. As a result, there are several text types in English. Text in English can be divided into two categories, they are literary text and factual text. In literary text there are main types

of text such as narrative text, poetry, and also dramatic text. While the types of text included in factual text are analytical exposition, recount, report, explanation, news item text, and procedure. The one type of factual text that is the focus of this research is analytical exposition text.

According to Daryanto and Rahayu (2012:86) "Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding". The writer in the text guides the readers to follow and persuade the writer's opinion in some case. They stated too that analytical exposition is a text that is explain about people's opinion that have read from magazines, books, internet and newspapers, by reading the text, the readers are hoped be able to catch the point from the text. Meanwhile, Djuharie (2009:161) stated that analytical exposition text is one of the text genres studied in senior high school based on the curriculum, it is a text that usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. In other words, analytical exposition text describes a certain argument and idea, it organizes things based on cause and consequence, truth or falsity, positive or negative, assertion or denial, and general or specific.

In addition, Daryanto and Rahayu (2012:86) mentioned that an analytical exposition text has the generic structures and the language features. The generic structure of an analytical

exposition starts with the thesis, which is always found in the first paragraph and includes both a perspective statement and a preview paragraph. The second is argumentation, which describes point (restate the major argument presented in the preview paragraph), elaboration (expand and support each point/argument). And the last is reiteration or commonly called as the conclusion. While the following paragraph will be an explanation of the language features according to Daryanto and Rahayu (2012:87):

- 1) Using simple present tense. The simple present indicates that something is a general fact or something often does.
- 2) Using general noun such as table, chair, etc,
- 3) Using abstract noun such as policy, government, etc,
- 4) Using action verbs, thinking verbs, and modal verbs,
- 5) Using connectives such as firstly, secondly, and etc.

From the definition of the expert above, the researcher notes a brief of conclusion that an analytical exposition text is a writing text that discusses and analyses specific topic or problem based on the viewpoint of the author by providing some claims and being supported by some fact to clarify those arguments and persuade readers. It has three generic structures, they are thesis, argumentation, and reiteration. And the characteristic of the text is using simple present tense.

6. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2011) said that operational concepts are concluded from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper.

a. Variable X₁ (Students' Habit in Using Social Media)

From the definition of habit theory (Verplanken, 2018) it concluded that habit is something that is done continuously and always does repetition, from this repetition there will be automatic habits on their brain and become accustomed as a regularity or better productivity. Then, the habitual learning theory (Graybiel, 2008) which stated that to improve students' ability and knowledge they have to perform an activity automatically and frequently. The researcher specifies the indicators of students' habit in using social media as follow:

- 1) Students' frequency in using social media
- 2) Students' repetition in using social media
- 3) Students' behaviour in using social media

The scoring of students' habit in using social media will use five Likert Scales. It consists of Strongly Agree (5),

Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

b. Variable X_2 (Vocabulary Mastery)

By combining explanation of several references about the meaning of vocabulary mastery by Al Qahtani (2015) vocabulary mastery is a person's intelligence to know words, the meaning, and the process to use those words in a language. The vocabulary mastery learning (Schmitt, 2000), and the kinds of vocabulary stated before from Fromkin, Rodman, and Hyams (2003), Kamil and Hiebert (2005), and Thornburry (2002), the researcher specifies the indicators of vocabulary mastery as follow:

- 1) The students are able to master the content word, it consists of noun, verb, adjective, and adverb
- 2) The students are able to master the function word, it consists of preposition, article, and pronoun
- 3) The students are able to use the appropriate choice of word
- 4) The students are able to find the words meaning, it consists of synonym and antonym.

The test score for each number in the scoring system is 1 for the correct answer and 0 for the incorrect answer and 100 will be the highest score.

c. Variable Y (Reading Comprehension in Analytical Exposition Text)

Based on the definition of reading comprehension (Hock and Mellard, 2005) that reading comprehension is an action to understand reading which aims to get information, intention, purpose, and knowledge of reading either from what is written or printed text, micro skill, macro skill of reading comprehension (Brown, 2010), then the principles strategy of reading comprehension (Brown, 2010), and English subject syllabus in 2013 curriculum, the researcher specifies the indicators of reading comprehension in analytical exposition text as follow:

- 1) The students are able to identify the main idea in analytical exposition text
- 2) The students are able to find factual information in analytical exposition text
- 3) The students are able to analyse the structure in analytical exposition text
- 4) The students are able to know the meaning of vocabulary in analytical exposition text
- 5) The students are able to make inference in analytical exposition text
- 6) The students are able to locate reference in analytical exposition text

The test score for each number in the scoring system is 1 for the correct answer and 0 for the incorrect answer and 100 will be the highest score.

B. Previous Related Studies

A previous study is a research that has already been done by another researcher. The researcher will use some of previous researches as a comparison and source of reference. The first is a thesis from Kaong (2018) with the title "*The Correlation between Students' Vocabulary Mastery and Reading Comprehension in Narrative Text at the Second Semester of The Eighth Grade Students of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018*". The objective of the research was to determine how students' vocabulary mastery and reading comprehension of narrative texts were related. The research was conducted using a correlational research design with 39 eighth-grade students from SMPN 24 Bandar Lampung served as the research's samples. A multiple-choice test with 20 questions for a vocabulary mastery test and 20 questions for a reading comprehension test were used to collect the data in this research. After giving both of the test's, this study used SPSS version 16.0 to analyse the data and the hypothetical testing. It was found that $\text{Sig} = 0.000$ and $\alpha = 0.05$, which indicates that H_0 is accepted because $\text{Sig} = 0.05$, and the results showed a positive correlation between students' vocabulary mastery and reading comprehension. According to the research, students need a good mastery of vocabulary in order to have effective reading comprehension.

The second is an international journal from Ramadhan and Syahrul (2021) with the title "*The Correlation between Students' Internet Activity Frequency and their Vocabulary Size at IAIN Bukittinggi*". The objective of this study was to determine how students' internet usage frequency and vocabulary size were related. There were 33 students as the participants in this quantitative research with the correlational methodology. The questionnaire and test used by the researcher to collect the data. The study's results showed that the sig value is less than alpha (0.00001–0.05) or that the r value is bigger than the r-table ($0.730 > 0.3440$), the two variables had a positive correlation (+0.730), and the degree of the correlation was high (between 0.71-0.90). This indicates that the frequency of students' internet activities was correlated to the size of their vocabulary. The researcher said that students who use most the internet are exposed to English more because the majority of the internet is in English. Additionally, according to the study, vocabulary will advance as internet usage increases.

The third is an international journal from Patuan, Bambang, and Riyantika (2021) with the title "*The Correlation between Perceptions on the Use of Online Digital Interactive Media and Reading Comprehension Ability*". The goal of this study was to know how students perceive their use of digital interactive media on the internet and how that perception relates to their perceived reading comprehension ability, and the subjects of this study were a total of 41 junior and senior high school students from various orphanages. In order to gather the data about students' perceptions, a closed-likert scale questionnaire was given out, while reading comprehension tests

adapted from those used by the British Council, were then carried out to see whether or not students' perceptions and reading comprehension ability were related. Based on the research's results, more than 75% of students believe that using online interactive media such as Twitter, Instagram, YouTube, Facebook are crucial and beneficial to language learning, and the value of the correlation was 0.949 which indicated a significant correlation between the independent variable (X) and the dependent variable (Y). This study indicated that strengthening students' perceptions of the utility of using online interactive media is strongly connected with their ability of reading comprehension.

The last is an international journal from Al-Mukhallafi (2020) with the title *"The Influence of Social Media on Developing English Reading Skill of Saudi Universities Students"*. The aim of this study was to determine whether social media has a good or negative impact on student's reading comprehension skills. This study employed a quantitative methodology with two instruments they were a survey to gather descriptive data about perceptions of Saudi university students, which were then randomly selected, and a questionnaire containing likert scale questions, while to provide accurate results, the data were analysed using the Social Sciences Statistical Package (SPSS). Two main sections of the questionnaire were included in this study, the first section begins with two basic questions about the duration of time spent using social media for general performance tasks and for specific English skills. The second section discussed attitudes around social media use and how social media affects reading

comprehension. The study's findings indicated that social media, with a high level of statistical significance (sig less than 0.05), positively affects reading ability. The students as the participants in this study also hold a positive view of the pedagogical benefits and advantages of utilizing social media as an ELT tool in their classes, particularly for the improvement of reading abilities. The other finding also highlights that social networking websites and applications, such as Instagram, YouTube, Twitter, and Facebook are useful for foreigners learning English.

The current research has both similarities and differences with the previous related studies mentioned above. The first similarity is the type of research, this research conducts to be a quantitative research. The last similarity is both questionnaire and test will be used as an instrument in this research. While the differences in this study are variables, objectives, and subject. The researcher uses three variables, students' habit in using social media as variable X_1 , vocabulary mastery as variable X_2 , and reading comprehension in narrative text as variable Y . The objective of this research is to find out the correlation between the variables X_1 and Y , the correlation between X_2 and Y , and the correlation between the three variables. The last difference is that the research subjects who will be the sample in this research are the eleventh grade of MAN 2 Surakarta.

C. Rationale

Reading is an ability in English that students should be able to master, especially senior high school students, this is because they will always be

faced with tests in English which are mostly presented in the form of reading comprehension competency tests. It is important to look into reading comprehension in due to the fact that it has come to be troublesome for students. This is because of the fact that if they want to comprehend the texts written in English, they need a large of vocabulary. In English, vocabulary is a basic and important element. Vocabulary mastery contains an understanding of the meaning of a word.

The two are interconnected with one another and their correlation cannot be severed. Many expert viewpoints support the idea, that vocabulary is a crucial component of learning and understanding a language since without it, it is hard to learn a language and understand what we read (Ali, 2010:3). According to Hutabarat, and Syafar (2021) in their study's findings show a correlation between reading comprehension and vocabulary mastery. Furthermore, they assert that students' reading comprehension improves in direct proportion to their English vocabulary.

Besides that, in getting the ease of learning between the two, students' habit in using social media can be useful for learning English. Social media is something that cannot be avoided by anyone in the present era, everyone must have a cell phone and install social media applications on it, especially students nowadays. The habit of using social media, for example, can be widely used by students at the senior high school grade. Because social media is useful in all kinds of fields, both in the world of information development, and the development of education or knowledge.

In addition, many studies claim that students benefited from the habit of using social media. According to Dimla, Eusebio, and Mendoza (2021) students' exposure to social media platforms has impact on their vocabulary and reading development. They claimed that social media helps students learn more words because they can get English on their phones from how they can set the language use in their phone, English captions of someone or their idol, quotes, and reading tweets text made by their idol, or following some accounts containing English.

Therefore, in this research, the researcher wants to find out whether there is a relationship between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in academic year 2022/2023.

D. Hypotheses

The following are the research's hypotheses, which are based on theory and rationale:

1. Ho: There is no positive and significant correlation between students' habit in using social media and their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

Ha: There is a positive and significant correlation between students' habit in using social media and their reading comprehension in

analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

2. Ho: There is no positive and significant correlation between students' vocabulary mastery and their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

Ha: There is a positive and significant correlation between students' vocabulary mastery and their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

3. Ho: There is no positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

Ha: There is a positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research used by the researcher is a quantitative research, using the correlation method. According to Cresswell (2009:16) quantitative research is a scientific research that employs numbers for data analysis as well as modelling-based analytical tools like mathematical or statistical models. Meanwhile, Fraenkel, et al., (2012:330) defined correlation research method is a research method to ascertain the relationship between two or more variables and the strength of its relationship. The variables in this research are students' habit in using social media as the first independent variable (X_1), vocabulary mastery as the second independent variable (X_2), and the dependent variable is students' reading comprehension in analytical exposition text (Y).

B. Research Setting

1. Place of the Research

This research was carried out at MAN 2 Surakarta. It is located at Jl. Slamet Riyadi No. 308, Sriwedari, Laweyan, Surakarta, Jawa Tengah. The researcher chose this location because this school is not only a senior high school in general, but this school also has a regular and boarding school program. It is studying about general science, religious science, and making English a cross-compulsory and cross-interest subject.

2. Time of the Research

The researcher conducted the research on October 2022 until May 2023.

Table 3.1.

Research Time Schedule

Activities	Sept	Oct	Nov	Des	Jan	Feb	Mar	April	May
Observation		√							
Writing Proposal			√	√	√				
Proposal Examination						√			
Collecting the Data						√			
Analysing the data							√	√	
Writing research report (Thesis)								√	
Final Examination									√

C. Population, Sampling, and Sample

1. Population

Population is the whole subject in a research. According to Fraenkel, et al., (2012:91) population refers to a larger group of people who have similar characteristics. The population in this research was the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

Table 3.2.

The Total Population of the Eleventh Grade of MAN 2 Surakarta

No	Class	Number of Students
1	XI IPA 1	32
2	XI IPA 2	30
3	XI IPA 3	29
4	XI IPA 4	30
5	XI IPA 5	32
6	XI IPS 1	32
7	XI IPS 2	32
8	XI IPS 3	18
9	XI IPS 4	33
10	X IPS 5	34
11	XI Agama	33
Total		335

2. Sampling

Sampling is a technique for choosing the sample or subject in a research. According to Darmawan (2014:139) sampling is a technique of selecting samples for research carried out on the sample can still be trusted in the sense that it can still represent the characteristics of the population.

The probability sampling technique with proportionate random sampling is used by the researcher. According to Arikunto (2010:185) probability sampling is a sampling technique that provides same chance opportunities for each member of the population to be selected as the sample in a research. It used with the aim of obtaining a good sample representative by looking at the population of class XI students in MAN 2 Surakarta which consists of several classes that are heterogeneous. Then, the researchers took samples from class XI IPA, XI IPS, and XI Religion and from each class a representative is taken as sample.

3. Sample

Sample is a small subset of the population. According to Fraenkel, et al., (2012:91) a sample is a group of people who represent every member of the target group or population. It can be concluded, sample is part of the population characteristics to be investigated, and can represent the entire population so that the number is less than the population.

Slovin's formula it used by the researcher, because in sampling, the number must be representative so that the research results can be generalized. According to Arikunto (2010: 193) if the population of a research does not reach 100 then take all the sample, but if the population is more than 100, it can be taken 10% -25%. In this research, the researcher used Slovin's formula with a standard error of 10%. The total population are 335 students, and the Slovin's formula as follows:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{335}{1+335(10\%)^2}$$

$$n = \frac{335}{4,35} = 77$$

Table 3.3.

The Total of Sample

No	Class	Number of Students	Sum of Sample
1	XI IPA 1	32	$n = \frac{32}{335} \times 77 = 7,3 = 7$
2	XI IPA 2	30	$n = \frac{30}{335} \times 77 = 6,8 = 7$
3	XI IPA 3	29	$n = \frac{29}{335} \times 77 = 6,6 = 7$
4	XI IPA 4	30	$n = \frac{30}{335} \times 77 = 6,8 = 7$
5	XI IPA 5	32	$n = \frac{32}{335} \times 77 = 7,3 = 7$
6	XI IPS 1	32	$n = \frac{32}{335} \times 77 = 7,3 = 7$
7	XI IPS 2	32	$n = \frac{32}{335} \times 77 = 7,3 = 7$
8	XI IPS 3	18	$n = \frac{18}{335} \times 77 = 4,1 = 4$
9	XI IPS 4	33	$n = \frac{33}{335} \times 77 = 7,5 = 8$
10	X IPS 5	34	$n = \frac{34}{335} \times 77 = 7,8 = 8$
11	XI Agama	33	$n = \frac{33}{335} \times 77 = 7,5 = 8$
Total		335	77

Based on the calculation, it was concluded that the total number of samples from each class in this research were 77 students.

D. Techniques of Collecting the Data

As a technique for gathering data of the research, the researcher used questionnaire and test. The questionnaire used to gather the data about the students' social media usage habit. In contrast, the test is used by the researcher to gather data on vocabulary mastery and reading comprehension in analytical exposition text.

E. Research Instrument

A research instrument is a tool used by researchers to collect data in order to enable their research and produce better results, and it should be complete and systematic in order to make the data easy to process. In this research, the researcher used two instruments as follows:

1. Questionnaire

One of the most popular tools for a research is a questionnaire, which is a tool for acquiring data through written questions. According to Kothari (2004:102) a questionnaire consists of a number of questions printed or typed in a specific order on a form or set of forms.

The questionnaire that is used in this research is a closed questionnaire. A closed questionnaire is one in which the respondents are not free to respond to the questions in line with their thoughts and preferences. Arikunto (2010:136) said that a closed questionnaire is one that is set up so that the respondent merely needs to mark the appropriate column with a checkmark (√).

The closed questionnaire in this study used to measure students' habit in using social media. The researcher adapted the questionnaire from Rachmawati (2018), and used Likert Scale 1-5 to know about students' habit in using social media. According to Sugiyono (2016), there are five Likert Scales namely; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

For further information about the instruction of the text, the blue print of the questionnaire can be seen below:

Table 3.4.

Blue Print of Students' Habit in Using Social Media

No	Indicator	Number of Item	Total Item
1	Frequency	1, 2, 3, 4,	4
2	Repetition	5, 6, 7, 8, 9, 10, 11, 12, 13,	9
3	Behaviour	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28.	15
Total			28

2. Test

Arikunto (2010:150) defined a test is a set of questions that are used to assess a person or group's level of skill, knowledge, or competence. Djiwandono (2008) stated that tests can be classified as either objective or subjective depending on how they are scored. An objective test is a type of questioning which has only one correct answer, it includes multiple choice, fill-in-the-blank, matching, and

true/false questions. Then, the subjective test is a kind of questioning where there may be more than one right answer (or more than one way of expressing the correct answer). Multiple choice test, a form of objective testing, is used in this study. The researcher used two different types of tests in the research they are; a vocabulary mastery test and a reading comprehension test in analytical exposition text.

a. Vocabulary Mastery Test

This is a test that used to measure students' mastery of the English vocabulary they have. The test adapted from Aprilia (2019) with 28 multiple choice test and four answers option to each question. For further information about the instruction of the text, the blue print of the test can be seen below:

Table 3.5.

Blue Print of Vocabulary Mastery

No	Indicators	Total Items
1	The Content Words a. Noun b. Verb c. Adjective d. Adverb	1 – 7
2	The Function Words a. Preposition b. Article c. Pronoun	8 – 14
3	Students are able to use the appropriate of word	15 – 21

4	Words Meaning a. Synonym and b. Antonym	22 – 28
Total		28

The test score for each number in the scoring system is 1 for the correct answer and 0 for the incorrect answer. Therefore, 100 is the highest score, and the following formula is used to get the overall score:

$$S = \frac{r}{N} \times 100$$

S = the score of the test

r = total of test which is correct

N = the total item

b. Reading Comprehension in Analytical Exposition Test

This test used to measure students' reading comprehension in analytical exposition text. The test adapted from Andriani (2019) with 20 multiple choice test and five answers option to each question. For further information about the instruction of the text, the blue print of the test can be seen below:

Table 3.6.
Blue Print of Reading Comprehension
in Analytical Exposition Text

No	Indicator	The Number of Item	Total Item
1	Identifying main idea in analytical exposition text	2, 4, 17,	3
2	Finding factual information in analytical exposition text	1, 6, 13, 14,	4
3	Analysing the structure in analytical exposition text	3, 8, 11, 16,	4
4	Knowing the meaning of vocabulary in analytical exposition text	12, 15, 19	3
5	Making inference in analytical exposition text	7, 10, 20,	3
6	Locating reference in analytical exposition text	5, 9, 18.	3
Total			20

The test score for each number in the scoring system is 1 for the correct answer and 0 for the incorrect answer. Therefore, 100 is the highest score, and the following formula is used to get the overall score:

$$S = \frac{r}{N} \times 100$$

S = the score of the test

r = total of test which is correct

N = the total item

F. Data Validation

The try-out test must be conducted before applying the instruments, its objective is to determine each test's validity and reliability. This is because an instrument can only be deemed to be effective if it is both valid and reliable. The instruments in this research were the questionnaire of students' habit in using social media, test of vocabulary mastery, and test of reading comprehension in analytical exposition text.

1. The Validity of Instruments

When creating and evaluating measurement tools, validity is the most crucial element. According to Ary, Jacobs, Sorensen, and Razavieh (2010:225) validity refers to the extent to which a measurement tool accurately reflects its intended use. Thus, the ability to measure what should be measured means that a test is valid.

There is a precondition to check the validity of every items. If the correlation coefficients are at least equal to r_{table} at $\alpha = 0,05$ for N , then the items of the instruments are deemed as valid. While, a test item is deemed invalid if the correlation coefficient is less than the rate.

To analyse the validity of each variable the researcher adapted a research from another researcher which has been tested for its

validity. The first is validity of students' habit in using social media, the researcher adapted the questionnaire from Rachmawati (2018). The result of the validity shown that there were 28 questions are valid because r table at $\alpha = 0.05$ for $N = 30$ is 0.361 were smaller than r obtained. The result of test validity can be seen below:

Table 3.7

The Validity of Students' Habit in Using Social Media

No	r_{xy}	r_{table}	Status
1	0.587	0.361	Valid
2	0.597	0.361	Valid
3	0.499	0.361	Valid
4	0.487	0.361	Valid
5	0.544	0.361	Valid
6	0.439	0.361	Valid
7	0.495	0.361	Valid
8	0.369	0.361	Valid
9	0.383	0.361	Valid
10	0.552	0.361	Valid
11	0.404	0.361	Valid
12	0.517	0.361	Valid
13	0.539	0.361	Valid
14	0.649	0.361	Valid
15	0.565	0.361	Valid
16	0.502	0.361	Valid
17	0.538	0.361	Valid
18	0.526	0.361	Valid
19	0.454	0.361	Valid
20	0.457	0.361	Valid
21	0.375	0.361	Valid
22	0.602	0.361	Valid
23	0.529	0.361	Valid
24	0.588	0.361	Valid
25	0.454	0.361	Valid
26	0.624	0.361	Valid

27	0.722	0.361	Valid
28	0.639	0.361	Valid

The second is validity of vocabulary mastery, the researcher adapted a test from Aprilia (2019). The result of the validity shown that there were 30 questions and 28 are valid because r table at $\alpha = 0.05$ for $N = 50$ is 0.279 were smaller than r obtained. The result of test validity can be seen below:

Table 3.8

The Validity of Vocabulary Mastery

No	r_{xy}	r_{table}	Status
1	0.543	0.279	Valid
2	0.602	0.279	Valid
3	0.640	0.279	Valid
4	0.490	0.279	Valid
5	0.571	0.279	Valid
6	0.424	0.279	Valid
7	0.606	0.279	Valid
8	0.442	0.279	Valid
9	0.503	0.279	Valid
10	0.657	0.279	Valid
11	0.480	0.279	Valid
12	0.602	0.279	Valid
13	0.540	0.279	Valid
14	0.464	0.279	Valid
15	0.342	0.279	Valid
16	0.562	0.279	Valid
17	0.341	0.279	Valid
18	0.654	0.279	Valid
19	0.530	0.279	Valid
20	0.396	0.279	Valid
21	0.480	0.279	Valid
22	0.423	0.279	Valid
23	0.144	0.279	Invalid

No	r_{xy}	r_{table}	Status
24	0.442	0.279	Valid
25	0.314	0.279	Valid
26	0.605	0.279	Valid
27	0.394	0.279	Valid
28	0.447	0.279	Valid
29	0.149	0.279	Invalid
30	0.477	0.279	Valid

The last is the validity of reading comprehension in analytical exposition text, the researcher adapted a test from Andriani (2019). The result of the validity shown that there were 20 questions are valid because r table at $\alpha = 0.05$ for $N = 30$ is 0.361 were smaller than r obtained.

Table 3.9

The Validity of Reading Comprehension

No	r_{xy}	r_{table}	Status
1	0.444	0,361	Valid
2	0.497	0,361	Valid
3	0.425	0,361	Valid
4	0.475	0,361	Valid
5	0.481	0,361	Valid
6	0.494	0,361	Valid
7	0.494	0,361	Valid
8	0.423	0,361	Valid
9	0.442	0,361	Valid
10	0.467	0,361	Valid
11	0.534	0,361	Valid
12	0.427	0,361	Valid
13	0.515	0,361	Valid
14	0.475	0,361	Valid
15	0.464	0,361	Valid
16	0.445	0,361	Valid
17	0.503	0,361	Valid

No	r_{xy}	r_{table}	Status
18	0.442	0,361	Valid
19	0.515	0,361	Valid
20	0.493	0,361	Valid

2. The Reliability of Instruments

According to Sugiyono (2006:173) reliability is an instrument that has been used repeatedly to measure the same thing and will produce consistent data. It signifies that the instrument's reliability demonstrates the stability of the questionnaire and test score when it is used. In computing the data's test, the researcher used a level of significance of 0.05. If r - result is more than r -table, the data is considered reliable. In addition, Arikunto (2013:176) states that there are the criteria of reliability coefficient, as follows:

Table 3.10.

The Reliability of Coefficient Criteria

No	Reliability Coefficient	Criteria
1	$0.80 < r_{11} = 1.00$	Very high reliability
2	$0.60 < r_{11} = 0.80$	High reliability
3	$0.40 < r_{11} = 0.60$	Fair reliability
4	$0.20 < r_{11} = 0.40$	Low reliability

To analyse the reliability of each variable the researcher adapted a research from another research which has been tested for its reliability. The first is reliability of students' habit in using social media, the researcher adapted the questionnaire from Rachmawati

(2018). The result of the value of Cronbach's alpha for 28 items valid is 0.877. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high. The result of test reliability can be seen below:

Table 3.11

The Reliability of Students' Habit in Using Social Media

Cronbach's Alpha	N of Items
.877	28

The second is reliability of vocabulary mastery, the researcher adapted a test from Aprilia (2019). The result of the value of Cronbach's alpha for 28 items valid is 0.908. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high. The result of test reliability can be seen below:

Table 3.12

The Reliability of Vocabulary Mastery

Cronbach's Alpha	N of Items
.908	28

The third is reliability of reading comprehension in analytical exposition text, the researcher adapted a test from Andriani (2019). The result of the value of Cronbach's alpha for 20 items valid is 0.817. The value is higher than the standard Cronbach's alpha which

is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high. The result of test reliability can be seen below:

Table 3.13

The Reliability of Reading Comprehension

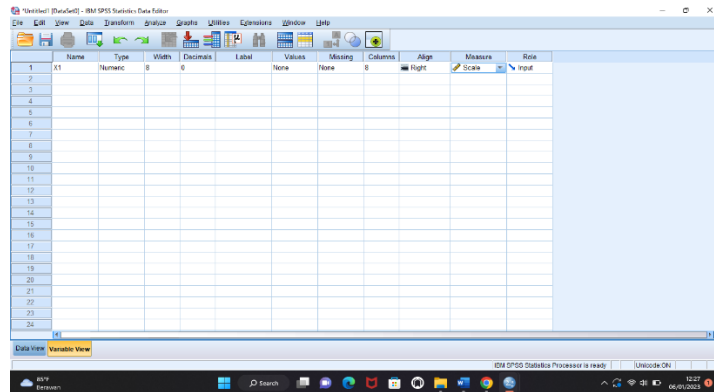
Cronbach's Alpha	N of Items
.817	20

G. Techniques of Analysing the Data

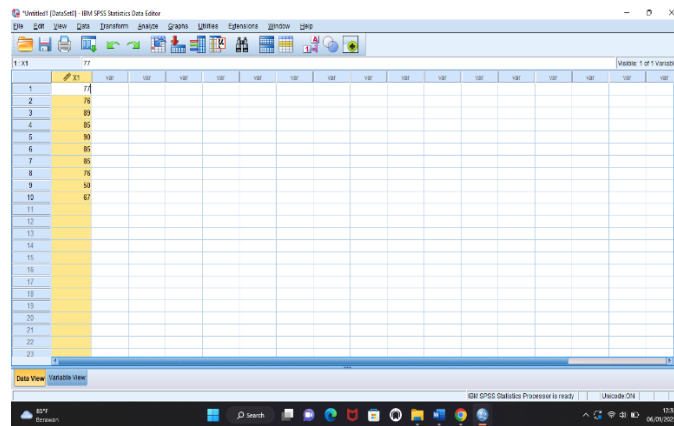
1. Description of the Data

After collecting the data of instruments, the next step is data analysis, which is preceded by a description of the analysis in order to determine whether there is a positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text. Data descriptions are beneficial for giving the readers a better understanding of the data found which will show the result of mean, median, mode, range, and standard deviation (Arikunto, 2013:296). The researcher analysed the data as follows to include in the data description through SPSS 25 for windows:

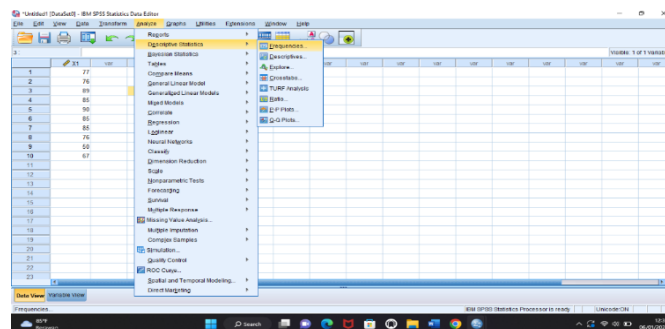
- a. Open program SPSS 25 then click variable view, give name of X_1 in the column then change the decimal 0 and change measure with scale.



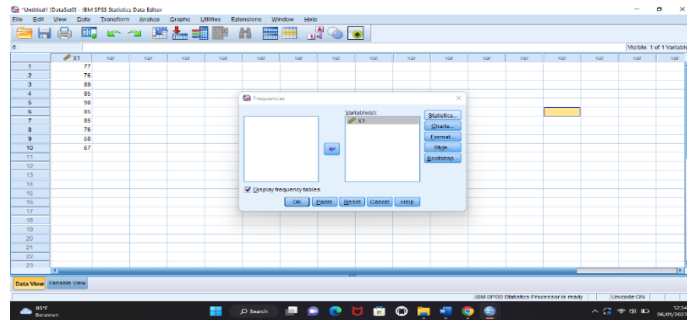
- b. Click data view then fill the X_1 column with score of variable X_1 .



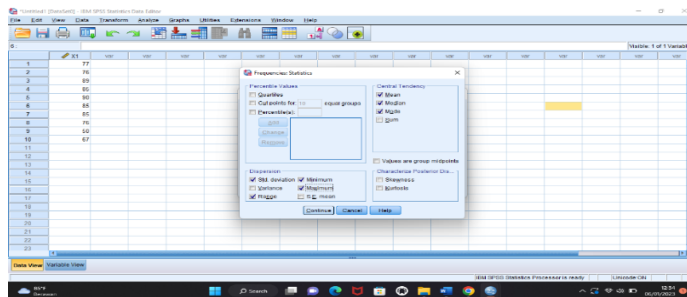
- c. Click analyse then choose descriptive statistics and frequencies.



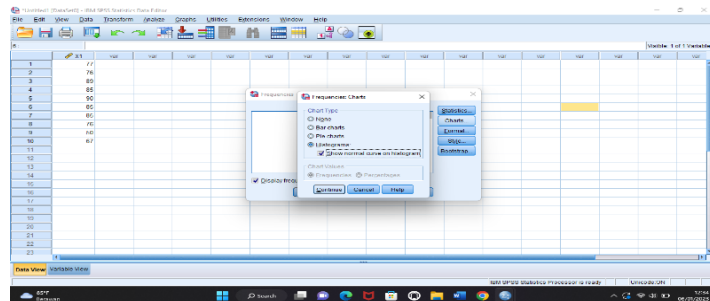
- d. Replace the variable X_1 to the right box then click statistics and OK.



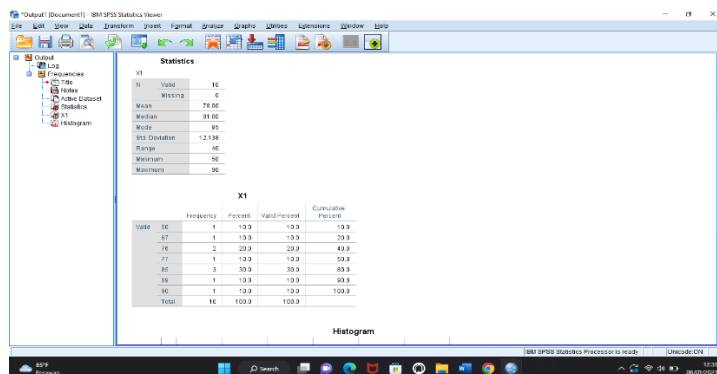
e. Checklist central tendency then choose dispersion then continue.



f. Click statistics, choose histogram, then checklist show normal curve on histogram and OK.



g. Finally, the result is shown.



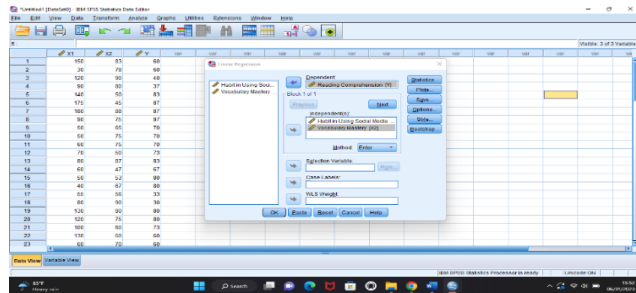
2. Prerequisite Test

The step two is prerequisite analysis, which the researcher performs before analysing the hypotheses testing. It is necessary to complete because it includes a normality test and a linearity test. Arikunto (2013:314) said that the validity of a sample to be treated is evaluated using the normality and linearity tests.

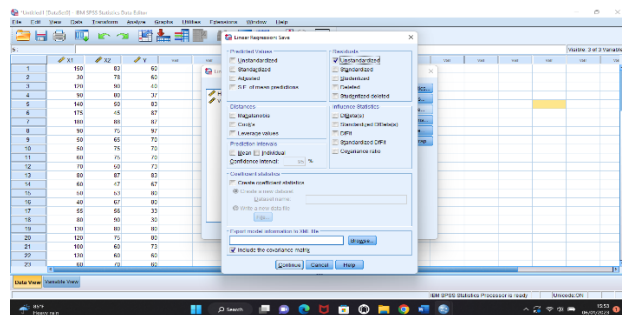
a. Normality Test

The purpose of normality testing is to assess whether or not the variable data research has a normal distribution. The choice of whether the data distribution is normal or not is made by comparing the significant score, which the standard significant is 0.05. The factors that influence whether a result is accepted or rejected if the significance level is less than 0.05, the data do not follow a normal distribution, and if the data have a normal distribution is the significance value is higher than 0.05.

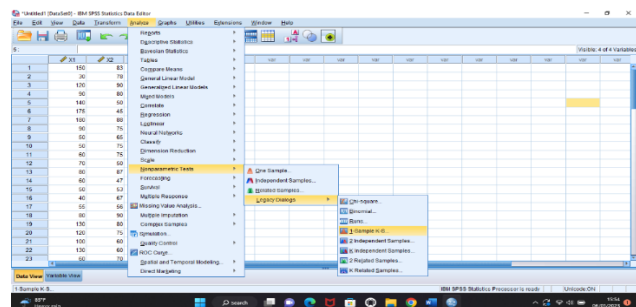
The Kolmogorov-Smirnov (KS-Z) formula is used in this study's analysis of the normality test using SPSS 25 for windows with a 5% level of significance and the steps of normality test as follows:



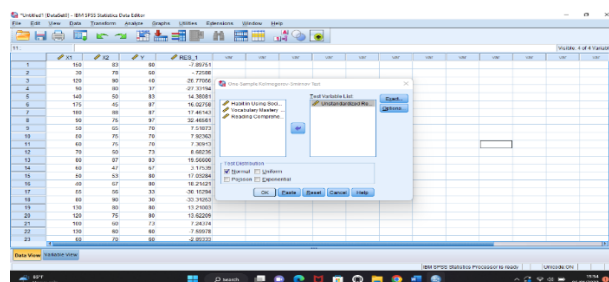
5) Click residual unstandardized then continue.



6) Click analyse and nonparametric test then legacy dialogs, and choose 1-Sample K-S.



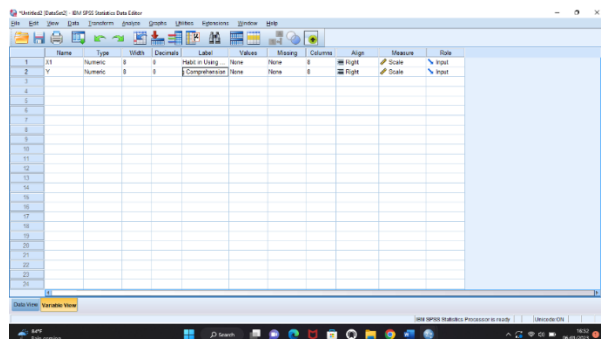
7) Move the unstandardized result to the test variable list box then choose normal and click OK.



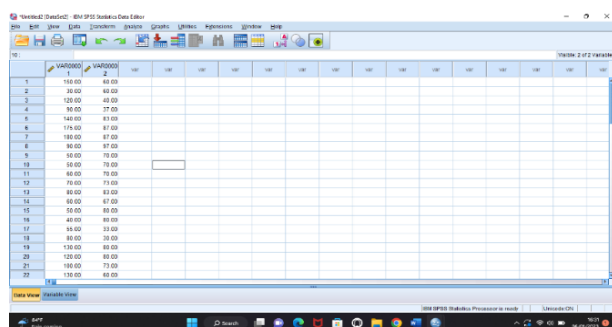
b. Linearity Test

The purpose of the linearity test is to assess whether or not the relationship between three variables, which are two independent variables and one dependent variable, shows a linear relationship. Meanwhile, the researcher computed the data using SPSS 25 for windows to assess the linearity of the regression. Anova's test (test for linearity) with a significance level of 0.05 is used to determine linearity. If the p-value exceeds 0.05, two variables are regarded as linear. The following is step of linearity test through SPSS 25 for windows:

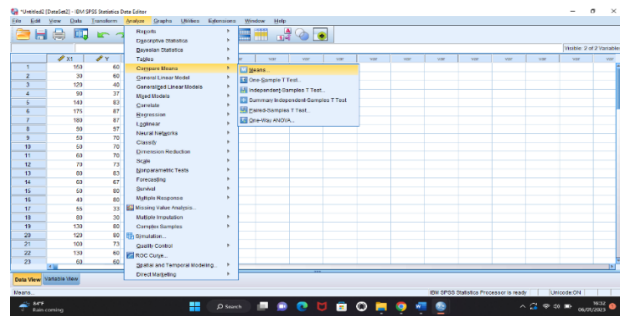
- 1) Open SPSS 25 then click variable view and change the decimal with 0 and measure with scale.



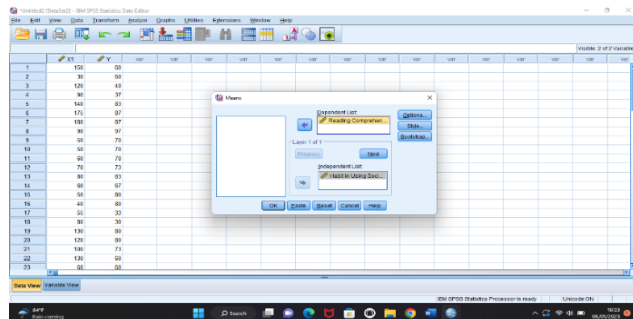
- 2) Fill th column X₁, and Y with score of each variable.



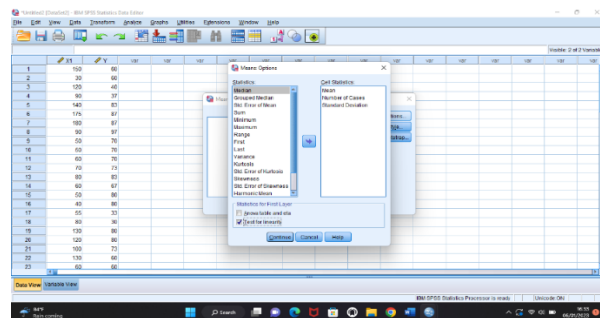
3) Click analyse then choose compare means and means.



4) Move X_1 to the independent list box and Y to the dependent list box.



5) Click option and choose test for linearity then continue and OK.



3. Hypotheses Testing

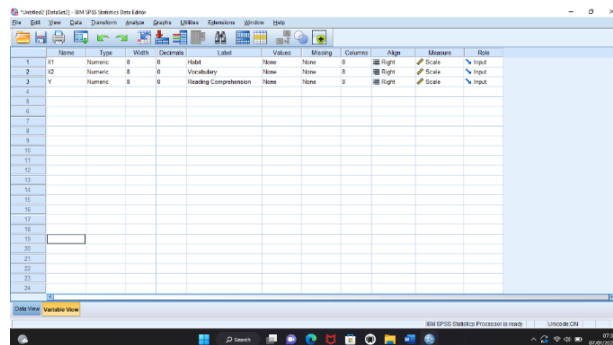
Simple correlation and multiple linear regression are used in this study to assess the hypotheses. In this calculation, the strength between variables is assessed by the product moment, and the strength between

two independent variables and one dependent variable is assessed by multiple linear regression.

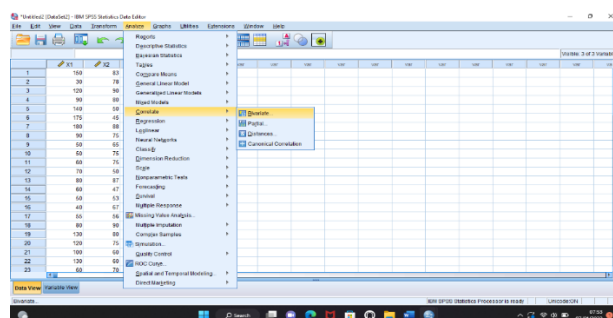
a. The First Hypothesis and Second Hypothesis

The first hypothesis is the correlation between students' habit in using social media (X_1) and reading comprehension in analytical exposition text (Y), while the second hypothesis is the correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y). The following is the step of SPSS 25 for windows that the researcher used to assess the first and second hypotheses:

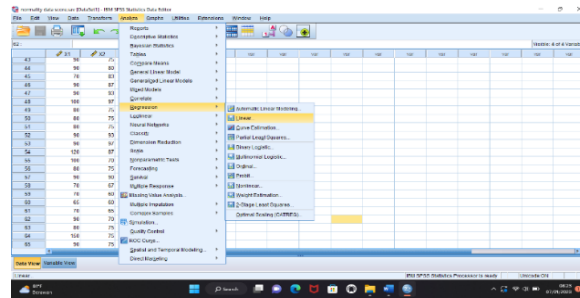
- 1) Open SPSS 25, click data view, then fill the column with score of variables. Click variable view, change decimal with 0 and change measure to scale.



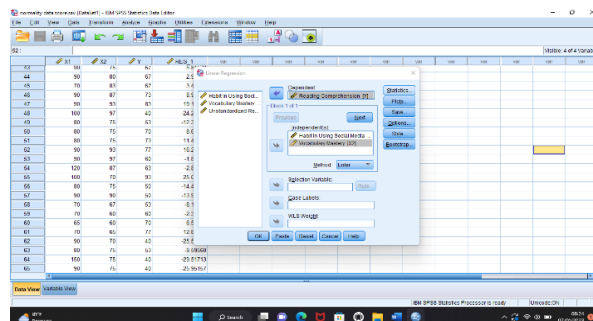
- 2) Click analyse and choose correlate then bivariate.



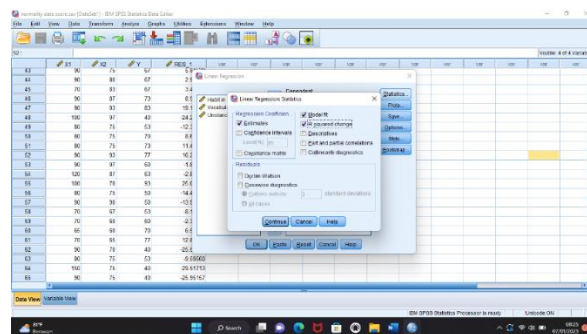
2) Click analyse and choose regression then linear.



3) Move X_1 , and X_2 to the independent box and Y to the dependent box then choose statistics.



4) Checklist R squared change then click continue and OK.



The results of r_{xy} , then will compare with product moment table (r_{table}) at the level of significance 5% and N (the number of respondents). If r_{xy} is more than r_{table} , it means H_0 is rejected and therefore H_a is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Description of the Data

Data description was the result of descriptive analysis of questionnaire and tests in a research. The research description is based on the questionnaire scores of students' habit in using social media, then the tests score of vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023. It is presented in the form of mean, median, mode, standard deviation, range, the highest, and the lowest score which is completed with the variable description in the form of table and histogram. In calculating these, the researcher used SPSS 25 for windows. The research data of the three variables were summarized as follow:

a. The Data of Students' Habit in Using Social Media

In this description, to get the data the researcher used a questionnaire of students' habit in using social media which consisted of 28 questions with the total sample of 77 students. The result data from students' habit in using social media as follow:

Table 4.1
The Descriptive Statistic of Students' Habit in Using Social Media

Statistics		
		X ₁
N	Valid	77
	Missing	0
Mean		82.82
Median		83.00
Mode		78
Std. Deviation		5.792
Range		27
Minimum		72
Maximum		99
Sum		6377

From the data in table 4.1 above, it is known that the maximum score of students' habitual learning in using social media is 99 and the minimum score is 72. The range of students' habit in using social media is 27, and the standard deviation is 5.792. While sum is 6377 with the mean is 82.82, the median is 83.00, and the mode is 78.

The data acquisition above is shown if the score of students' habit is in 99 with the interpretation of the learning style of habit, they are in the level of success in forming that habitual learning, and the acquisition of a score with an average score of 72 it means in low level forming that habitual learning (Graybiel, 2010).

Table 4.2
The Frequency Score of Students' Habit in Using Social Media

X₁

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	3	3.9	3.9	3.9
	73	2	2.6	2.6	6.5
	75	1	1.3	1.3	7.8
	76	4	5.2	5.2	13.0
	77	3	3.9	3.9	16.9
	78	7	9.1	9.1	26.0
	79	6	7.8	7.8	33.8
	80	5	6.5	6.5	40.3
	81	4	5.2	5.2	45.5
	82	3	3.9	3.9	49.4
	83	2	2.6	2.6	51.9
	84	6	7.8	7.8	59.7
	85	5	6.5	6.5	66.2
	86	4	5.2	5.2	71.4
	87	5	6.5	6.5	77.9
	88	4	5.2	5.2	83.1
	89	4	5.2	5.2	88.3
	90	3	3.9	3.9	92.2
	91	2	2.6	2.6	94.8
	93	2	2.6	2.6	97.4
96	1	1.3	1.3	98.7	
99	1	1.3	1.3	100.0	
	Total	77	100.0	100.0	

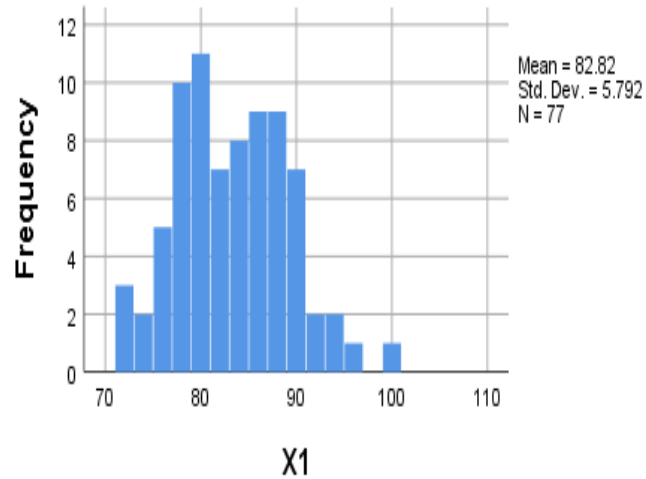
From the table 4.2 above, it can be seen that there are 3 students who got the score 72 (3.9%), 2 students who got the score 73 (2.6%), one student who got the score 75 (1.3%), 4 students who got the score 76 (5.2%), 3 students who got the score 77 (3.9%), 7 students who got the score 78 (9.1%), 6 students who got the score 79 (7.8%),

5 students who got the score 80 (6.5%), 4 students who got the score 81 (5.2%), 3 students who got the score 82 (3.9%), 2 students who got the score 83 (2.6%), 6 students who got the score 84 (7.8%), 5 students who got the score 85 (6.5%), 4 students who got the score 86 (5.2%), 5 students who got the score 87 (6.5%), 4 students who got the score 88 (5.2%), 4 students who got the score 89 (5.2%), 3 students who got the score 90 (3.9%), 2 students who got the score 91 (2.6%), 2 students who got the score 93 (2.6%), one student who got the score 96 (1.3%) and the last one student who got the score 99 (1.3%).

Table 4.3
Frequency Distribution Score of Students' Habit
in Using Social Media

Interval	Frequency	Midpoint	Relative Frequency	Cumulative Frequency
72 – 75	6	73.5	8 %	6
76 – 79	20	77.5	26 %	26
80 – 83	14	81.5	18 %	40
84 – 87	20	85.5	26 %	60
88 – 91	13	89.5	16 %	73
92 – 95	2	93.5	3 %	75
96 – 99	2	97.5	3 %	77

Table 4.4
The Histogram of Students' Habit in Using Social Media



b. The Data of Vocabulary Mastery

In this description, to get the data the researcher used a test of vocabulary mastery which consisted of 28 questions with the total sample of 77 students. The result data from vocabulary mastery as follow:

Table 4.5
The Descriptive Statistic of Vocabulary Mastery

Statistics		
X_2		
N	Valid	77
	Missing	0
Mean		75.62
Median		75.00
Mode		75
Std. Deviation		7.457
Range		35
Minimum		54
Maximum		89
Sum		5823

From the data in table 4.5 above, it is known that the maximum score of students' vocabulary mastery is 89, and the minimum score is 54. The range of students' vocabulary mastery is 35, and the standard deviation is 7.457. While sum is 5823 with the mean is 75.62, the median is 75.00, and the mode is 75.

The data score for the students' vocabulary mastery above who have a maximum score of 89 it means in the level of very good mastery, while the students who have minimum score of 54 is in the level of poor mastery the vocabulary.

Table 4.6
The Frequency Score of Vocabulary Mastery

		X_2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	2	2.6	2.6	2.6
	57	1	1.3	1.3	3.9
	61	1	1.3	1.3	5.2
	64	2	2.6	2.6	7.8
	68	8	10.4	10.4	18.2
	71	12	15.6	15.6	33.8
	75	15	19.5	19.5	53.2
	79	14	18.2	18.2	71.4
	82	14	18.2	18.2	89.6
	86	6	7.8	7.8	97.4
	89	2	2.6	2.6	100.0
	Total	77	100.0	100.0	

From the table 4.6 above, it can be seen that there are 2 students who got the score 54 (2.6%), one student who got the score 57 (1.3%), one student who got the score 61 (1.3%), 2 students who got

the score 64 (2.6%), 8 students who got the score 68 (10.4%), 12 students who got the score 71 (15.6%), 15 students who got the score 75 (19.5), 14 students who got the score 79 (18.2%), 14 students who got the score 82 (18.2%), 6 students who got the score 86 (7.8%), and the last 2 students who got the score 89 (2.6%).

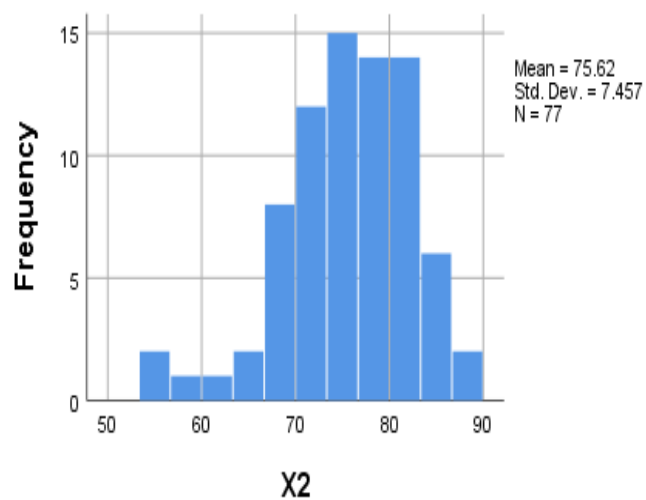
Table 4.7

Frequency Distribution Score of Vocabulary Mastery

Interval	Frequency	Midpoint	Relative Frequency	Cumulative Frequency
55 – 59	3	57	4 %	3
60 – 64	3	62	4 %	6
65 – 69	8	67	10 %	14
70 – 74	12	72	15 %	26
75 – 79	29	77	38 %	55
80 – 84	14	82	18 %	69
85 – 89	8	87	11 %	77

Table 4.8

The Histogram of Vocabulary Mastery



c. The Data of Reading Comprehension in Analytical Exposition Text

In this description, to get the data the researcher used a test of reading comprehension in analytical exposition text which consisted of 20 questions with the total sample of 77 students. The result data from reading comprehension in analytical exposition text as follow:

Table 4.9
The Descriptive Statistic of Reading Comprehension

Statistics		
Y		
N	Valid	77
	Missing	0
Mean		52.53
Median		50.00
Mode		50
Std. Deviation		10.626
Range		55
Minimum		20
Maximum		75
Sum		4045

From the data in table 4.9 above, it is known that the maximum score of students' reading comprehension in analytical exposition text is 75, and the minimum score is 20. The range of students' reading comprehension is 55, and the standard deviation is 10.626. While the sum is 4045 with the mean is 52.53, the median is 50.00, and the mode is 50.

The data score for the students' reading comprehension in analytical exposition text above who have a maximum score of 75 it means in the level of acquisition comprehending is proficient which

means they can understand all the content is good enough, while the students who have minimum score of 20 is in the level of beginning which means they cannot understand the words in the text well enough.

Table 4.10

The Frequency Score of Reading Comprehension

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	1.3	1.3	1.3
	30	2	2.6	2.6	3.9
	40	12	15.6	15.6	19.5
	45	4	5.2	5.2	24.7
	50	22	28.6	28.6	53.2
	55	15	19.5	19.5	72.7
	60	8	10.4	10.4	83.1
	65	3	3.9	3.9	87.0
	70	9	11.7	11.7	98.7
	75	1	1.3	1.3	100.0
	Total	77	100.0	100.0	

From the table 4.10 above, it can be seen that there are one student who got the score 20 (1.3%), 2 students who got the score 30 (2.6%), 12 students who got the score 40 (15.6%), 4 students who got the score 45 (5.2%), 22 students who got the score 50 (28.6%), 15 students who got the score 55 (19.5%), 8 students who got the score 60 (10.4%), 3 students who got the score 65 (3.9%), 9 students who got the score 70 (11.7%), and the last one student who got the score 75 (1.3%).

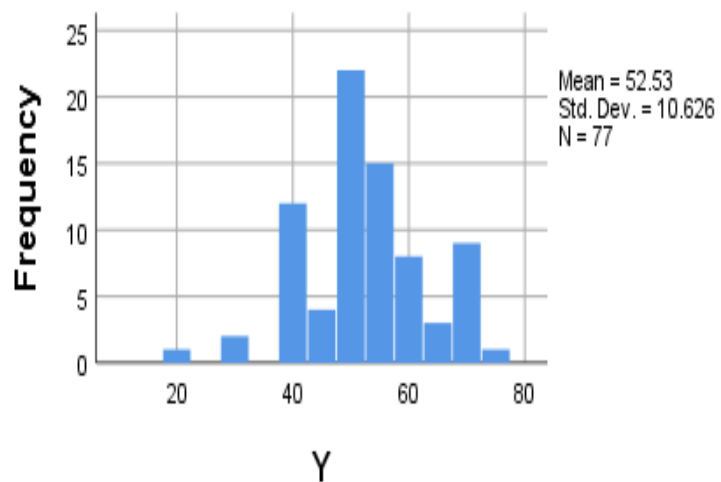
Table 4.11

Frequency Distribution Score of Reading Comprehension

Interval	Frequency	Midpoint	Relative Frequency	Cumulative Frequency
20 – 27	1	23.5	1 %	1
28 – 35	2	31.5	3 %	3
36 – 43	12	39.5	16 %	15
44 – 51	26	47.5	34 %	41
52 – 59	15	55.5	19 %	56
60 – 68	11	63.5	14 %	67
69 – 76	10	72.5	13 %	77

Table 4.12

The Histogram of Reading Comprehension



2. Prerequisite Test

a. Normality Test

Normality testing distribution is aimed to know whether the distribution of variable data research is normal or not. In this research has three variables of normality testing, there are normality

of students' habit in using social media, normality of students' vocabulary mastery, and normality of their reading comprehension in analytical exposition text. In testing the normality distribution of the data, the researcher used Kolmogorov-Smirnov by using SPSS 25 program for windows. The result can be seen in the table below:

Table 4.13

The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		77
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.46533279
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.041
Test Statistic		.076
Asymp. Sig. (2-tailed)		.200 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the result of the normality testing in table 4.13 above, it is known that the significance value is $0.200 > 0.05$. It can be concluded that the data is normally distributed and further statistical analysis can be continued.

b. Linearity Test

Linearity testing is used to know whether or not the relationship between three variables, which are two independent variables and

one dependent variable, showed a linear relationship. It is calculated by using SPSS 25 program for windows. The result can be seen in the table below:

Table 4.14

The Result of Linearity Testing between X_1 and Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehe nsion* Students' Habit	Between Groups	(Combined)	3457.121	21	164.625	1.767	.047
		Linearity	883.077	1	883.077	9.479	.009
		Deviation from Linearity	2574.045	20	128.702	1.381	.172
Within Groups			5124.048	55	93.165		
Total			8581.169	76			

Based on the calculation in table 4.14 above, the value of Sig. deviation from linearity of students' habit in using social media is 0.172. The analysis showed that the value was higher than level of significance alpha or it can be said that $0.172 > 0.05$.

Thus, the regression between students' habit in using social media and their reading comprehension in analytical exposition text is linear or it can be concluded that there is a linear relationship between students' habit in using social media and their reading comprehension in analytical exposition text.

Table 4.15

The Result of Linearity Testing between X_2 and Y

			Sum of Squares	df	Mean Square	F	Sig.
Reading	Between	(Combined)	2376.675	10	237.667	2.528	.012
Comprehen	Groups	Linearity	1477.069	1	1477.069	15.712	.000
sion*		Deviation from	899.605	9	99.956	1.063	.401
Vocabulary		Linearity					
Mastery	Within Groups		6204.494	66	94.007		
	Total		8581.169	76			

Based on the calculation in table 4.15 above, the value of Sig. deviation from linearity of vocabulary mastery and reading comprehension in analytical exposition text is 0.401. The analysis showed that the value was higher than level of significance alpha or it can be said that $0.401 > 0.05$.

Thus, the regression between vocabulary mastery and reading comprehension in analytical exposition text is linear or it can be concluded that there is a linear relationship between vocabulary mastery and reading comprehension in analytical exposition text.

3. Hypothesis Testing

After calculating the normality test and linearity test, then the researcher continued to the hypothesis test using simple correlation technique Pearson Product Moment with SPSS 25 program for windows.

a. The First and Second Hypothesis Testing

The first hypothesis was the correlation between students' habit in using social media (X_1) and reading comprehension in analytical

exposition text (Y), while the second hypothesis was the correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y). The description of the first and second hypothesis testing below:

Table 4.16
The Result of First Hypothesis Testing (X_1 and Y)

Correlations

		Students' Habit	Reading Comprehension
Students' Habit	Pearson Correlation	1	.321**
	Sig. (2-tailed)		.004
	N	77	77
Reading Comprehension	Pearson Correlation	.321**	1
	Sig. (2-tailed)	.004	
	N	77	77

** . Correlation is significant at the 0.01 level (2-tailed).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.791	16.657		.228	.821
	Students' Habit	.589	.201	.321	2.933	.004

a. Dependent Variable: Reading Comprehension

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.321 ^a	.103	.091	10.131	.103	8.604	1	75	.004

a. Predictors: (Constant), Students' Habit

Based on the result of the correlation between X_1 and Y testing in table 4.16 above for $N = 77$, it is known that the value of r obtained

is higher than r table ($0.321 > 0.221$), and based on the calculation of t obtained on the table coefficients it can be seen that the value of t obtained is greater than t table ($2.933 > 1.992$), it means that students' habit in using social media (X_1) and their reading comprehension in analytical exposition text (Y) are positively correlated and in the low level of correlation. Then, the result of Significance value is ($0.004 < 0.05$), it means that there is a significant correlation between the two variables.

Thereafter, the computation of r square value or the coefficient of determination in table model summary is 0.103, which means that the variable of students' habit in using social media (X_1) contributes as much as 10.3% to the variable of reading comprehension in analytical exposition text (Y). While the remaining 89.7% was caused by other factors which is not examined by the researcher in this study.

Thus, the result of first hypothesis shown that H_0 is rejected and H_a is accepted, it concluded that there is a positive and significant correlation between students' habit in using social media (X_1) and their reading comprehension in analytical exposition text (Y).

Table 4.17
The Result of Second Hypothesis Testing (X_2 and Y)

Correlations

		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	.415**
	Sig. (2-tailed)		.000
	N	77	77
Reading Comprehen sion	Pearson Correlation	.415**	1
	Sig. (2-tailed)	.000	
	N	77	77

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.824	11.376		.688	.494
	Vocabulary Mastery	.591	.150	.415	3.949	.000

a. Dependent Variable: Reading Comprehension

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.415 ^a	.172	.161	9.732	.172	15.594	1	75	.000

a. Predictors: (Constant), Vocabulary Mastery

Based on the result of the correlation between X_2 and Y testing in table 4.17 above for $N = 77$, it is known that the value of r obtained is greater than r table ($0.415 > 0.221$), and based on the calculation of t obtained on the table coefficients it can be seen that the value of t obtained is higher than t table ($3.949 > 1.992$), it means that vocabulary mastery (X_2) and reading comprehension in analytical

exposition text (Y) are positively correlated and in the medium level of correlation. Then, the result of Significance value is ($0.000 < 0.05$), it means that there is a significant correlation between the two variables.

Thereafter, the computation of r square value or the coefficient of determination in table model summary is 0.172, which means that the variable of vocabulary mastery (X_2) contributes as much as 17.2% to the variable of reading comprehension in analytical exposition text (Y). While the remaining 82.8% was caused by other factors which is not examined by the researcher in this study.

Thus, the result of second hypothesis shown that H_0 is rejected and H_a is accepted, it means that there is a positive and significant correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y).

b. The Third Hypothesis Testing

The third hypothesis testing is correlation between students' habit in using social media (X_1) and vocabulary mastery (X_2) toward their reading comprehension in analytical exposition text (Y). The description of the third hypothesis testing below:

Table 4.18

The Result of Third Hypothesis Testing (X_1 , X_2 , and Y)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.454 ^a	.207	.185	9.592	.207	9.630	2	74	.000

a. Predictors: (Constant), Vocabulary Mastery, Students' Habit

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1772.137	2	886.068	9.630	.000 ^b
	Residual	6809.032	74	92.014		
	Total	8581.169	76			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Vocabulary Mastery, Students' Habit

Based on the result of the correlation between X_1 , X_2 , and Y testing in table 4.18 above for $N = 77$, it is known that the Sig. F Change value is ($0.000 < 0.05$) or it can be seen that the correlation value of r obtained is higher than r table ($0.454 > 0.221$), which means that the variables of students' habit in using social media (X_1) and vocabulary mastery (X_2) toward reading comprehension in analytical exposition text (Y) are positively correlated and in the medium level of correlation.

Furthermore, the computation also shown that the coefficient determination between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text is 0.207. It means that 20.7% variation of students' reading comprehension in analytical exposition text is influenced by their habit in using social media and their vocabulary mastery, and the other 79.3% is influenced by other factors which is not examined by the researcher in this study.

Thereafter, the significant of the correlation, the researcher used F test from the computation. It can be seen that F obtained is 9.630. The value is then compared to F table for df 1:74 at the level of

significant 0.05 is 3.97. It showed that F obtained is higher than F table ($9.630 > 3.97$).

Thus, H_0 is rejected and H_a is accepted, it can be concluded that students' habit in using social media (X_1) and vocabulary mastery (X_2) simultaneously has a positive and significant correlation to the students' reading comprehension in analytical exposition text (Y).

B. Discussions

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

In this study, the researcher had conducted the data collecting. The data was collected by using two instruments. The first was a questionnaire sheet that given to 77 students as participants in this research. They asked to fill the items of statement on the questionnaire. The questionnaire used to measure their habit in using social media. The second instrument used was vocabulary mastery test and reading comprehension in analytical exposition text.

Moreover, in this discussion the researcher intended to present derived from the analysis of the findings in connection with the related literature. The analysis has been accomplished in order to answer the research problems. In mastering English reading comprehension, it was important to have a good of vocabulary mastery, and for getting the ease of learning

between the two students can learn English and improve their reading comprehension ability also their vocabulary mastery by their habit in using social media. When the students have problem in subject of both, the habit in using social media can be useful for them, it can impact to their acquiring the vocabulary mastery and reading comprehension ability.

Furthermore, since the computation of normality and linearity testing showed that the data in this research are normal distribution and the relationship between three variables are linear, so the researcher continued to the hypothesis testing and result. From the analysis of hypothesis testing, the researcher got the result as follow:

1. The Positive and Significant Correlation between Students' Habit in Using Social Media and Their Reading Comprehension in Analytical Exposition Text

Firstly, based on the result of the first hypothesis testing indicated that there was a positive and significant correlation between students' habit in using social media (X_1) and their reading comprehension in analytical exposition text (Y) at the eleventh grade of MAN 2 Surakarta. The correlation result value of r obtained is higher than r table ($0.321 > 0.221$) with the value of t obtained is greater than t table ($2.993 > 1.992$), and the significance value ($0.004 < 0.05$). It means that there is a positive and significant correlation between students' habit in using social media and their reading comprehension in analytical exposition text and in low level of correlation.

The positive correlation means that the higher the student's habit in using social media, the higher the students' reading comprehension in analytical exposition text. In other words, students' habit in using social media gave contribution to students' reading comprehension in analytical exposition text as seen at the coefficient determination between the two variables as much as 10.3%. It also means that the improvement of students' habit in using social media will be followed by the improvement of students' reading comprehension in analytical exposition text.

In this research, the correlation between students' habit in using social media and their reading comprehension in analytical exposition text supported by Verplanken (2018:3) who stated that habit is a pattern of behaviour that develops over time by repeated exposure or psychological conditioning and manifests as regularity or better productivity. In the same statement, another theory also supported by Graybiel (2008:362) habitual learning is a type of learning in which the probability of a response behaviour gradually increases with repeated exposure to a stimulus, which has relationship to develop learning or knowledge. Moreover, social media in the millennial era also made language learning easier to be mastered. It was also supported by Siemens (2005) learning can occur effectively through digital platforms like social media, discussions, videos, pictures, and blogs.

From the theory above indicated that the result of first hypothesis in this research has similarity with these theories. It focuses on student's decisions regarding which activities to engage in and how persistent they are in completing those activities as well as the amount of effort they expend to engage in such activities. To improve their ability, the students perform an activity automatically and frequently. For example, the students do something continuously and repeatedly and this activity is used as a way for learning something to improve their achievement. So, when students want to learn and master a language, they need to be more exposure, connected to that language, and do something learning repetition as effort to way for mastering things to improve students' achievement.

Thus, hypothesis 1 which stated that students' habit in using social media is correlated with reading comprehension in analytical exposition text is proved. This proves also consistent with the result of research when compared with the previous related study conducted by Patuan et al., (2021) who indicated that the use of online digital interactive media was correlate to students' reading comprehension ability with coefficient correlation 0.949 which is in strong level of correlation.

2. The Positive and Significant Correlation between Vocabulary Mastery and Reading Comprehension in Analytical Exposition Text

Second, based on the result of the second hypothesis testing indicated that there was a positive and significant correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y) at the eleventh grade of MAN 2 Surakarta. The correlation result value of r obtained is higher than r table ($0.415 > 0.221$) with the value of t obtained is greater than t table ($2.993 > 1.992$), and the Significance value ($0.000 < 0.05$). It means that there is a positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text and in medium level of correlation.

The positive correlation means that the higher vocabulary mastery, the higher the students' reading comprehension in analytical exposition text. In other words, vocabulary mastery gave contribution to students' reading comprehension in analytical exposition text as seen at the coefficient determination between the two variables as much as 17.2%. It also means that the improvement of vocabulary mastery will be followed by the improvement of students' reading comprehension in analytical exposition text.

In the findings of the hypothesis, and correlation between vocabulary mastery and reading comprehension in analytical exposition text supported by Al Qahtani (2015:26) who stated that

vocabulary mastery is person's intelligence to know words, their meanings, and the process to use those words in a language. In the same statement, another theory also supported by Yang and Dai (2012) stated too that vocabulary mastery as the most important component and ability of reading in a foreign language as it is sizeable.

From the theory above, it indicated that the result of second hypothesis in this research has similarity with these related literatures. The researcher concluded that it is clear if vocabulary mastery played the major role in reading comprehension because there is nothing to convey without vocabulary and it also made students easy to get the meaning and the contents of the text read.

Thus, hypothesis 2 which stated that students' vocabulary mastery is correlated with reading comprehension in analytical exposition text is proved. This proves also consistent with the results of a research when compared with the previous related study conducted by Kaong (2018) that vocabulary mastery has a strong and significantly positive relationship with reading comprehension, students need a good mastery in vocabulary to have effective reading comprehension in the future.

3. The Positive and Significant Correlation between Students' Habit in Using Social Media and Vocabulary Mastery toward Their Reading Comprehension in Analytical Exposition Text

The last, based on the result of the third hypothesis testing indicated that there was a positive and significant correlation between students' habit in using social media (X_1) and vocabulary mastery (X_2) toward their reading comprehension in analytical exposition text (Y) at the eleventh grade of MAN 2 Surakarta. The correlation result obtained was ($0.454 > 0.221$) with the significance value $0.000 < 0.05$. Thereafter, the result of the correlation between X_1 , X_2 , and Y was significant because F obtained higher than F table ($9.630 > 3.97$). It means that there is a positive and significant correlation between those three variables.

The positive correlation means that the higher students' habit in using social media and vocabulary mastery, the higher the students' reading comprehension in analytical exposition text. In other words, students' habit in using social media and vocabulary mastery gave contribution to students' reading comprehension in analytical exposition text as seen at the coefficient determination between the three variables as much as 20.7%. It also means that the improvement of students' habit in using social media and vocabulary mastery will be followed by the improvement of students' reading comprehension in analytical exposition text.

In this research the result of third hypothesis and the correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text supported by Duke and Pearson (2004:205) who stated that the factors can influence students' reading comprehension in foreign language are students' habit and their vocabulary mastery. Habit focuses on students' decisions about which activities to engage in and how persistent they are complete the activity and the amount of effort they spend engaging in such activities. Vocabulary mastery is an important element that students need to focus on foreign language. Students will find it easier to understand the language if they have a large vocabulary and a good learning style.

The researcher assumes that learning will be more effective, if students relate directly to the object being studied, which is in the surrounding environment. Students' produce their own discover, knowledge is a construction (formation) of someone who analyses something. On the other hand, they can find and read a text from captions, quotes, pictures, videos, short or long text written in English, and following some account that containing English subject. They get new vocabulary and then try to identify the meanings, comprehend them, and memorize the new words. Therefore, by habit in using social media students can find some English words and sentences and use them to improve their reading comprehension ability.

From the theory above, it indicated that the result of third hypothesis in this research has similarity with that related literature. The researcher concluded that it is clear if students want to learn and master a language, they need to be more exposure, connected to that language, and do something learning repetition as effort to way for mastering things to improve students' achievement. They get new vocabulary by their habit in using social and then they try to identify the meanings, comprehend them, and memorize the new words. Therefore, by these factors students can find some English words and sentences and use them to improve their reading comprehension ability.

Thus, hypothesis 3 which stated that students' habit in using social media and vocabulary mastery is correlated with their reading comprehension in analytical exposition text is proved. This proves also consistent with the results of research when compared with the previous related study conducted first by Al-Mukhallafi (2020) who have proven that social media has influence on developing students' English reading skill. And the second is the research study conducted by Ramadhan and Syahrul (2021) who found that students' frequency activity correlated with their vocabulary size. They stated too, the more students use internet the more they are exposed to the English language since the Internet use English in majority. The more frequent internet used, the improved vocabulary will and the other English skills.

To sum up, from all hypotheses in this research, it can be summarized that there is a positive and significant correlation between students' habit in using social media (X_1) and vocabulary mastery (X_2) toward their reading comprehension in analytical exposition text (Y) at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to find out there is a positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text. Based on the problem statement in previous chapter and the result of the study, it can be concluded that:

First, there is a positive and significant correlation between students' habit in using social media (X_1) and their reading comprehension in analytical exposition text (Y) at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023. It showed that the result of r obtained is higher than r table ($0.321 > 0.221$) with Sig. value ($0.004 < 0.05$). It indicated that students' habit in using social media contributed to their reading comprehension in analytical exposition text as much as 10.3% while 89.7% was contributed by other factors, which means the higher of students' habit in using social media, the higher their reading comprehension in analytical exposition text.

Second, there is a positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023. It showed that the result of r obtained is greater than r table ($0.415 > 0.221$) with Sig. value ($0.000 < 0.05$). It indicated that vocabulary

mastery contributed to their reading comprehension in analytical exposition text as much as 17.2% while 82.8% was contributed by other factors, which means that the improvement of vocabulary mastery will be followed by the improvement of reading comprehension in analytical exposition text.

Third, there is a positive and significant correlation between students' habit in using social media and vocabulary mastery toward their reading comprehension in analytical exposition text at the eleventh grade of MAN 2 Surakarta in the academic year of 2022/2023. It showed that the result of r obtained is greater than r table ($0.454 > 0.221$) with Sig. value ($0.000 < 0.05$) and the relative contribution is 0.207 which means that 20.7% variation of students' reading comprehension in analytical exposition text is influenced by their habit in using social media and their vocabulary mastery while 79.3% is contributed by other factors, which means that the improvement of students' habit in using social media and vocabulary mastery will be followed by the improvement of reading comprehension in analytical exposition text.

B. Suggestion

Based on the conclusion described above, the researcher would like suggests as follow:

1. For the Teacher

The teacher should be aware that there are many factors influencing students' reading comprehension in analytical

exposition text such as; students' habit in using social media, and their vocabulary mastery.

2. For the Students

It is recommended for students to develop their reading comprehension ability and they must be accustomed to learning and better using the use of social media as the easy alternative for studying English.

3. For the Other Researchers

The researcher realizes that the result of this research is still far from being perfect. There are still many aspects that can influence students' reading comprehension in analytical exposition text. The researcher hopes that there will be other researcher who will investigate other aspects related to reading comprehension. Hopefully this research will be useful as a reference to their research. Furthermore, this research van be also used as references to develop similar study in different variables, method, subject, or object.

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APPENDICES

Appendix 1

The List of Sample and Score of Each Variable

No	Name	Class	Habit (X1)	Vocabulary (X2)	Reading (Y)
1	CNP	IPA 1	79	75	60
2	FSY	IPA 1	79	68	55
3	YFM	IPA 1	80	71	70
4	APR	IPA 1	87	71	55
5	LNR	IPA 1	90	82	60
6	SK	IPA 1	87	75	50
7	NPJ	IPA 1	88	75	55
8	AZZ	IPA 2	89	86	70
9	IM	IPA 2	84	61	50
10	AZ	IPA 2	88	79	50
11	MFQ	IPA 2	93	82	60
12	MFB	IPA 2	91	71	55
13	MRF	IPA 2	90	86	70
14	SAJ	IPA 2	89	75	65
15	ZSH	IPA 3	90	79	55
16	NAS	IPA 3	99	82	50
17	NZ	IPA 3	86	68	45
18	NVP	IPA 3	81	79	50
19	HNA	IPA 3	91	82	55

No	Name	Class	Habit (X1)	Vocabulary (X2)	Reading (Y)
20	DAF	IPA 3	83	86	40
21	BK	IPA 3	96	89	60
22	SN	IPA 4	88	71	45
23	DS	IPA 4	85	79	70
24	MZ	IPA 4	89	82	55
25	YSP	IPA 4	93	86	65
26	ZAAS	IPA 4	82	75	55
27	ABP	IPA 4	84	68	50
28	DAS	IPA 4	87	79	50
29	HT	IPA 5	79	75	40
30	DA	IPA 5	80	82	60
31	KR	IPA 5	78	68	55
32	RN	IPA 5	81	75	50
33	LR	IPA 5	83	89	75
34	ZAM	IPA 5	79	71	70
35	MR	IPA 5	76	68	50
36	A	IPS 1	88	54	55
37	MD	IPS 1	86	71	40
38	TI	IPS 1	82	75	55
39	AJ	IPS 1	76	64	40
40	FNP	IPS 1	85	57	30
41	NM	IPS 1	77	71	45

No	Name	Class	Habit (X1)	Vocabulary (X2)	Reading (Y)
42	UFB	IPS 1	78	75	50
43	AA	IPS 2	82	79	60
44	SJ	IPS 2	80	79	70
45	AD	IPS 2	86	82	50
46	AS	IPS 2	78	79	50
47	SAW	IPS 2	76	71	40
48	AA	IPS 2	78	54	55
49	ABU	IPS 2	76	71	50
50	SA	IPS 3	77	82	50
51	SSAZ	IPS 3	81	79	60
52	HAA	IPS 3	86	71	40
53	FH	IPS 3	84	82	55
54	AF	IPS 4	81	68	50
55	FAT	IPS 4	84	75	40
56	YP	IPS 4	80	79	50
57	SAF	IPS 4	84	82	55
58	RCP	IPS 4	79	64	40
59	HAN	IPS 4	84	86	70
60	ASA	IPS 4	75	79	50
61	REM	IPS 4	72	75	50
62	AF	IPS 5	78	82	50
63	AN	IPS 5	73	79	40

No	Name	Class	Habit (X1)	Vocabulary (X2)	Reading (Y)
64	GR	IPS 5	73	68	40
65	RA	IPS 5	72	71	30
66	RA	IPS 5	87	82	60
67	MM	IPS 5	78	75	65
68	DMY	IPS 5	79	71	50
69	MRH	IPS 5	85	82	50
70	AM	AGAMA	85	79	40
71	CAI	AGAMA	72	68	70
72	DT	AGAMA	78	75	20
73	FA	AGAMA	85	82	70
74	RIF	AGAMA	77	75	40
75	WAQ	AGAMA	89	86	50
76	QAZ	AGAMA	87	75	45
77	SDT	AGAMA	80	79	55

Appendix 2

The Blue Print of Students' Habit in Using Social Media

Concept	Indicator	Number of Items	Total of Items
Habit is a pattern of behaviour that develops over time by repeated exposure or psychological conditioning and manifests as regularity or better productivity (Verplanken, 2018).	Frequency	1, 2, 3, 4	4
	Repetition	5, 6, 7, 8, 9, 10, 11, 12, 13	9
	Behaviour	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28	15
Total			28

Appendix 3

KUESIONER KEBIASAAN SISWA DALAM MENGGUNAKAN MEDIA SOSIAL

Petunjuk:

- Bacalah dengan teliti terlebih dahulu sebelum menjawab setiap pertanyaan.
- Pengisian kuesioner ini tidak mempengaruhi nilai mata pelajaran anda, untuk itu jawablah pertanyaan dengan jujur dan sesuai hati nurani anda.
- Respon anda akan digunakan untuk penelitian dan nama anda tidak akan dipublikasikan.
- Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban yang benar atau salah dalam kuesioner ini.

Nama : *Nada Aisha*

Kelas / No. Absen : *IPA₃ / 8*

Berikan respon anda pada pertanyaan-pertanyaan di kolom sebelah kanan dengan memberikan tanda centang (✓) pada kolom respons di sebelah kiri!

Keterangan Respons:

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

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No	Pertanyaan	SS	S	N	TS	STS
1	<i>You use social media routines everyday (Anda menggunakan media sosial rutin setiap hari)</i>	<i>✓</i> <i>5</i>				
2	<i>You use social media routines twice a week (Anda menggunakan media sosial rutin dua kali dalam seminggu)</i>					<i>✓</i> <i>1</i>
3	<i>You use social media more than an hour each day (Anda menggunakan media sosial lebih dari satu jam setiap hari)</i>	<i>✓</i> <i>5</i>				

No	Pertanyaan	SS	S	N	TS	STS
4	<i>You use social media no more than one application in a day</i> (Anda menggunakan media sosial tidak lebih dari satu aplikasi dalam sehari)					✓ 5
5	<i>You always use social media in home</i> (Anda selalu menggunakan media sosial di rumah)	✓ 5				
6	<i>You always use social media in public place</i> (Anda selalu menggunakan media sosial di tempat umum)			✓ 3		
7	<i>You always use social media in public transportation</i> (Anda selalu menggunakan media sosial di transportasi umum)			✓ 3		
8	<i>You did not use social media while at school</i> (Anda tidak menggunakan media sosial saat di sekolah)	✓ 1				
9	<i>You did not repeat using social media until twice or more</i> (Anda tidak mengulangi menggunakan media sosial sampai dua kali atau lebih)					✓ 5
10	<i>You use social media whenever and wherever when you have free time</i> (Anda menggunakan media sosial kapanpun dan dimanapun ketika anda memiliki waktu luang)	✓ 5				
11	<i>You use social media since in elementary school</i> (Anda menggunakan media sosial sejak di SD)					✓ 1
12	<i>You use social media since in junior high school</i> (Anda menggunakan media sosial sejak di SMP)					✓ 1
13	<i>You use social media since in senior high school</i> (Anda menggunakan media sosial sejak di SMA)	✓ 5				
14	<i>You use social media when you feel bored</i> (Anda menggunakan media sosial ketika merasa bosan)			✓ 4		
15	<i>You use social media by handphone</i> (Anda menggunakan media sosial dengan handphone)			✓ 4		

No	Pertanyaan	SS	S	N	TS	STS
16	<i>You use social media by laptop</i> (Anda menggunakan media sosial dengan laptop)		✓ 4			
17	<i>You use social media to communicate with family and friends</i> (Anda menggunakan media sosial untuk berkomunikasi dengan keluarga dan teman)	✓ 5				
18	<i>You use social media for entertainment and lifestyle</i> (Anda menggunakan media sosial untuk hiburan dan gaya hidup)					✓ 1
19	<i>You use social media to find information or news</i> (Anda menggunakan media sosial untuk mendapatkan informasi atau berita)		✓ 4			
20	<i>You use social media for developing your English knowledge and skill</i> (Anda menggunakan media sosial untuk mengembangkan pengetahuan dan keterampilan bahasa Inggris anda)		✓ 4			
21	<i>You use social media with English settings language</i> (Anda menggunakan media sosial dengan pengaturan bahasa Inggris)		✓ 4			
22	<i>You use social media without English setting</i> (Anda menggunakan media sosial tanpa pengaturan bahasa Inggris)				✓ 4	
23	<i>You use social media and read various posts that use English.</i> (Anda menggunakan media sosial dan membaca berbagai postingan yang menggunakan bahasa Inggris)		✓ 4			
24	<i>You don't care about posts wrote in English</i> (Anda tidak peduli dengan postingan yang bertuliskan dengan bahasa Inggris)				✓ 4	
25	<i>You translate the new vocabulary you get from reading on social media posts in English</i> (Anda mengartikan kosakata baru yang didapatkan dari			✓ 3		

No	Pertanyaan	SS	S	N	TS	STS
	membaca postingan berbahasa Inggris di media sosial)					
26	<i>You are not interested in translating the vocabulary you get from posting in English on social media</i> (Anda tidak tertarik mengartikan kosakata yang didapat dari postingan berbahasa Inggris di media sosial)			✓ 3		
27	<i>Using social media increases your English vocabulary.</i> (Menggunakan media sosial meningkatkan kosakata bahasa Inggris anda)			✓ 3		
28	<i>Using social media improves your ability to comprehend reading in English</i> (Menggunakan media sosial meningkatkan kemampuan anda untuk memahami bacaan dalam konteks bahasa Inggris)			✓ 3		

Appendix 4

The Blue Print of Vocabulary Mastery

No	Indicator	Number of Items	Total of Items
1	The Content Words a. Noun b. Verb c. Adjective d. Adverb	1, 2, 3, 4, 5, 6, 7	7
2	The Function Words a. Preposition b. Article c. Pronoun	8, 9, 10, 11, 12, 13, 14,	7
3	Students are able to use the appropriate of word	15, 16, 17, 18, 19, 20, 21	7
4	Words Meaning a. Synonym and b. Antonym	22, 23, 24, 25, 26, 27, 28	7
Total			28

Appendix 5

VOCABULARY MASTERY TEST

Nama : devina saputri

Kelas / No. Absen : XI IPA 4 / 08

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Choose the best answer for each question by crossing (x) to the options (A, B, C, or D)!

1. My mother throws the rubbish to the trash can. The word form of the underlined word is

- A. Noun
 B. Adjective
 C. Verb
 D. Adverb

S = 6

2. Indahbeautiful eyes.

- A. have
 B. had
 C. hate
 D. has

3. Ilham : How many times you go to the campus?

Nanda : I go to the campus twice in a week.

The word form the underlined word is

- A. Noun
 B. Adjective
 C. Verb
 D. Adverb

4. I love my cat because he is very

- A. loved
 B. cute
 C. handsome
 D. bad

5. Aditya : What does Nadya do today?

Dina : She cooks rice in the kitchen.

The word form of the underlined word is

- A. Verb

- B. Adverb
C. Noun
D. Adjective
6. I am very but there is no water in this room.
A. hungry
 B. thirsty
C. angry
D. happy
7. I my mother to cook food last night.
A. help
 B. helped
C. helps
D. helping
8. Her sister is clever student in the class.
 A. a
B. the
C. that
D. an
9. I put my bottle the table.
A. in
 B. on
C. at
D. behind
10. Laily and Welda come to Nadya's and Maysari's home. They are accompanied by Syafrizal. The underlined word refers to
- A. Syafrizal
 B. Laily and Welda
C. Maysari and Nadya
D. Welda
11. The students of SMA Negeri 2 Pekanbaru are handsome and beautiful. The word of "The" in the first sentence consist of
- A. Preposition
B. Pronoun
C. Adjective

D. Article

12. Ela : Where did you go last night?

Indah : I went to Sintya's house.

Ela : What for?

Indah : I went to her house because last night is birthday.

A. his

B. her

C. him

D. she

13. She has arrived class two minutes ago.

A. in

B. on

C. at

D. for

14. Sari buys umbrella the market.

A. an – in

B. a – in

C. an – at

D. a – at

15. A school is the place where students with their teacher.

A. teach

B. work

C. study

D. play

16. Putri : I lost my purse at the airport yesterday.

Willy :

A. I am sorry to hear that

B. Wow, fantastic.

C. Cool!

D. Pardon me?

17. Choose the correct spelling for the English word from the word "RAJIN!"

A. DILIGENT

B. DYLLIGENT

C. DILIGEND

D. DILY GENT

18. There Rhoma Irama's concert in Aryaduta Hotel last week.

- A. was
- B. is
- C. are
- D. has

19. Intan :

Iqbal : Hi, Intan. I hope we can be a good friend.

- A. Thank you, my friend.
- B. Hi, everyone, my name is Intan.
- C. Hello, the people seem nice.
- D. Please, allow her to introduce herself.

20. Choose the correct spelling for the English word from the word "GURU"!

- A. TEACHER
- B. TECHER
- C. TAECHER
- D. TEACER

21. They in Jakarta two years ago.

- A. was
- B. were
- C. have
- D. has

22. I study English everyday with my English tutor. The synonym of the underlined word is

- A. love
- B. exam
- C. learn
- D. hate

23. His house is very big. The antonym of big is

- A. Narrow
- B. Small
- C. Long
- D. Crowded

24. Lucky : look at your mother! She looks like very happy.
April : Yes, you are right. She is very happy today because of me.
The underlined word has same meaning with ...
- A. Glad
 - B. Sad
 - C. Wonderful
 - D. Laughing
25. The antonym of "arrogant" is
- A. Diligent
 - B. Lazy
 - C. Friendly
 - D. Smart
26. Ilham is very thin. The opposite of thin word is
- A. Tall
 - B. Slim
 - C. Short
 - D. Fat
27. This medicine is very sweet. The antonym of sweet is
- A. Nice
 - B. Delicious
 - C. Salty
 - D. Good
28. English is an important language to learn by the students. The word of important means ...
- A. Crucial
 - B. Worst
 - C. Difficult
 - D. Polite

Appendix 6

Blue Print of Reading Comprehension in Analytical Exposition Text

No	Indicator	The Number of Item	Total Item
1	Identifying main idea in analytical exposition text	2, 4, 17,	3
2	Finding factual information in analytical exposition text	1, 6, 13, 14,	4
3	Analysing the structure in analytical exposition text	3, 8, 11, 16,	4
4	Knowing the meaning of vocabulary in analytical exposition text	12, 15, 19	3
5	Making inference in analytical exposition text	7, 10, 20,	3
6	Locating reference in analytical exposition text	5, 9, 18.	3
Total			20

Appendix 7

READING COMPREHENSION IN ANALYTICAL EXPOSITION TEST

Nama : monica desem 40
 Kelas / No. Absen : XI IPS 1 / 23

Choose the best answer for each question by crossing (x) to the options (A, B, C, D, or E)!

Read the following text for number 1 to 3

Uses Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10 % solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course, when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body? S = 12

A. It is not food preservatives
 B. It is a disinfectant for human beings
 C. It is used to preserve biological specimens
 D. It is 10% solution of formaldehyde in water
 E. It is controlled flighty from the government

2. The main idea of paragraph two is

A. The humans' bodies will be harmful after consuming the formalin
 B. The government has not controlled the used of formalin firmly

- C. The weak control of using formalin is not threatening the human
 - D. The humans' bodies will be harmful after consuming the formalin
 - E. The use of formalin is known all over the regions
3. Based on the fact above, the third paragraph is called
- A. Thesis
 - B. Argumentation
 - C. Reiteration
 - D. Coda
 - E. Title

Read the following text 2 for number 4 to 7

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

4. What is the main idea of the first paragraph
- A. By reading, we can get a lot of friends, relatives, experience, etc.
 - B. By reading, we can get little knowledge but a lot of entertainment.
 - C. By reading, we are always relaxed.
 - D. By reading, we are always happy.
 - E. By reading, we can get a lot of knowledge, news, information, and entertainment.

5. I personally think that reading is a very important activity in our life. Why do I say so?
(Paragraph 1)
The underlined word "I" it refers to
- A. The writer
 - B. The reader
 - C. The people
 - D. The researcher
 - E. The customer
6. If we want to get knowledge, what should we do?
- A. Buy a lot of books
 - B. Borrow a lot of books
 - C. Look for newspaper and magazine
 - D. Sell and buy many expensive books
 - E. Read a lot of books and other printed materials.
7. From the text above we can conclude that
- A. Reading is important for people
 - B. Reading is bad for people
 - C. Reading is something dangerous for people
 - D. Reading is harmful thing
 - E. Reading is something useless thing to do

Read the following text 3 for number 8 to 12

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific family. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behaviour without having to be near them.

Despite their formidable presence, bears are important inhabitants of north American native forests, woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. The paragraph one in the text is structure in analytical exposition text.

- A. thesis
- B. reiteration
- C. argumentation
- D. coda
- E. title

9. In the second paragraph "their" who is that

- A. Mammals
- B. Bears
- C. Humans
- D. Predators
- E. Snacks

10. From the text above we can get that

- A. Bears is important inhabitants of north American
- B. Three bears should be protected in their habitans
- C. Bears are appalling, aggressive predators and generally avoid humans
- D. These oversize mamals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.
- E. Their dwindling numbers have caused them to be legally protected in certain location.

11. The generic structures of the text are

- A. Thesis – arguments – coda
- B. Reiteration – thesis – arguments
- C. Thesis – arguments – events
- D. Thesis – arguments – reiteration
- E. Introduction – thesis – coda

12. These oversize mammals have poor eyesight. What is the similar meaning of poor in the paragraph one

- A. Smart
- B. Rich
- C. Sad

- D. Needy
- E. Success

Read the following text 4 for number 13 to 16

Smoking in Restaurant

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

13. Smoking in the restaurants must be avoided because
- A. it is harmful to other people.
 - B. it is impolite
 - C. it is dangerous to the smokers
 - D. it can be cause heart and lung disease
 - E. all answers are correct
14. Smoking in the restaurant should not be allowed. It means that
- A. people should do smoking in restaurant
 - B. people should not do smoking in restaurant
 - C. people must allow to smoke in restaurant
 - D. people must smoke in restaurant
 - E. people should smoke in restaurant

15. The synonym of the word "dangerous" in the text is
- A. Good
 - B. Harmful
 - C. Nice
 - D. Impolite
 - E. Rude
16. Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers. The sentence in the paragraph one is of the text.
- A. reiteration
 - B. arguments
 - C. coda
 - D. complication
 - E. thesis

Read the following text 5 for number 17 to 20

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage
- A. The warning of texting and driving
 - B. The debatable issue of texting and driving
 - C. The involvement of mobile devices while driving
 - D. The risk of texting while driving

- E. The consequence of not paying attention traffics
18. The last paragraph they it refers to
- A. Mobile devices
 - B. The police
 - C. The drivers
 - D. The teacher
 - E. Someone out there
19. property and the current levels of injury and loss are unacceptable. The "current" word in the last paragraph have opposite meaning to
- A. Present
 - B. Old
 - C. New
 - D. Latest
 - E. Now
20. From the text we know that
- A. The mobile phone should be banned in the street
 - B. Distracted driving makes accident more rarely to happen
 - C. Most of the accident caused by the condition on the road
 - D. 18 percent of fatal crashes were caused by unnoticed street
 - E. Drives involved in car accidents admitted they were texting when they crashed

Appendix 8

Pictures of Research

