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# CORRELATION BETWEEN STUDENTS' INTERNET ACTIVITY FREQUENCY AND THEIR VOCABULARY SIZE AT UIN BUKITTINGGI

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**ABSTRACT**

This study investigated the relationship between internet activity frequency and vocabulary size among university students. Despite the widespread use of the internet, students tend to utilize it primarily for entertainment purposes, with limited time allocated for learning. Furthermore, many students struggle with limited vocabulary, hindering their understanding of texts. This research aimed to examine the correlation between internet activity frequency and vocabulary size, specifically to determine whether a significant correlation exists, the direction of the correlation, and the magnitude of the correlation. A quantitative correlational research design was employed, with a population of 108 students from the fifth semester at UIN Bukittinggi. A sample of 33 students was selected, representing 30% of each class. Data were collected using questionnaires and tests. The findings revealed a significant correlation between internet activity frequency and vocabulary size ($p < 0.05$, $r = 0.730$). The results indicated a positive correlation, suggesting that increased internet activity frequency is associated with improved vocabulary size. The magnitude of the correlation was high, ranging between 0.71 and 0.90. The study's results support the hypothesis that there is a significant correlation between internet activity frequency and vocabulary size. These findings have implications for educators and policymakers seeking to leverage internet-based learning to improve students' vocabulary and overall academic performance.

***Keywords:*** Vocabulary Size, Internet Activity

## INTRODUCTION

The Internet can be related to the English language. According to Kouvuniemi, the Internet is a vast environment in which language is used in many ways, sometimes even in the form of its own special slang, 'online language'. Most of the content on the Internet is in written form, and the majority of it is English (Koivuniemi, 2012). I mean that English has become the most needed language to learn because almost all of the contents on the internet use English. So, if someone wants to have good internet learning, they also have to be good in English.

Furthermore, Momani said that there is a strong positive correlation between students' Internet exposure and their scores on the vocabulary. His finding assured the positive relationship between the Internet exposure frequency and vocabulary learning in EFL context (Momani, 2015: 74). That is to say, the more exposure to the Internet, the more vocabulary EFL students learn.



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Vocabulary size is how people know and memorize vocabulary from reading skill. According to Weganofa and Lutviana,vocabulary size is the amount of the students' vocabulary (2018:339). In conclusion, vocabulary size is the total amount of word family that someone has. The word cook, cooks, and cooked are included in one family. It means that words that are counted in vocabulary size are the root of the word or word without morpheme

People will get information by reading, such as people reading information on the internet. The Internet is important for everyone because, in this era, all activity is using the internet. Especially for students to search the theory about the subject they are learning. Vocabulary size still becomes an important part in determining the success of learning both first and second language. Internet ability is captured by someone when she or he can combine technology knowledge and information. In brief, in order to make students read material on the internet students need sufficient vocabulary. That is why internet activity needs vocabulary size to increase students' skill.

**Educational Internet Activity**

Easy access to the world wide web has given both teachers and learners the benefit of using it freely. Mill in Mustafa et al states that there are tremendous search capabilities of the web which allow instant access to up-to-date information on just about any topic. Thus, it has gained immense popularity among language teachers and learners. Some of the supplemental language activities that could be incorporated in the classrooms are reading tests and comprehension questions, grammar exercises, pronunciation exercises, vocabulary tests. It means that the teacher could use the internet to download the latest update for reading tests and comprehension questions, grammar exercises, pronunciation exercises, vocabulary tests. This make the teachers' job become easier

According to the United Nation Educational Scientific and Cultural Organization, there are three Educational activities in teaching and learning. They are: Information retrieval, Individualized learning and teaching, and Group learning and teaching via the Internet. An online lecture or presentation of teaching material published on the Net fully or partially (as a summary), becomes accessible to many learners. At the first stage of the AIE implementation, the most common technology for this "communication paradigm" was the electronic bulletin board (BBS) and electronic mail discussion lists (listservs), where course notes were given with "read-only" access for students. After extensive implementation of originally interactive WWW technologies in the distribution of educational information began, various forms of courses on the WWW have become very common. Besides, the WWW technologies have allowed everyone to publish materials on the Net. In the last case, other learners can be the source (centre) of information for the learner

**Assessing Vocabulary Size**

The Vocabulary Levels Test (VLT) is perhaps the most widely used measure of L2 lexical knowledge. It was originally developed by Nationand then updated by Schmitt, Schmitt,



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&Clapham as a means to determine the extent to which test takers could recognize the form-meaning connections of words at four word frequency levels (2000, 3000, 5000, 10000) and an academic vocabulary level. The test can be done as a whole with students completing all levels, or it can be done with only individual levels. For example, it is probably only necessary to administer the 2000 word level to beginners since they are unlikely to have mastered any of the subsequent levels. The greatest value of the VLT is that it indicates at which word frequency level students should focus their learning.

The VLT employs a matching format in which the participants are presented with 30 questions per level. The words are presented in 10 clusters of six words (three keys and three distractors) and three definitions at each level. The test taker's job is to write the correct item numbers beside their corresponding definitions

For each correct response in a cluster, the participant receives a point, so the maximum score at each level is 30. When scoring the test, the scores for the individual levels are most important because these scores reveal where subsequent vocabulary learning should be focused. In contrast, the overall score has little meaning. The items in 5 of the 10 clusters are made up of nouns. The items in 3 of the clusters are verbs, and the items in 2 of the clusters are adjectives. The proportion of nouns, verbs, and adjectives is representative of their proportional occurrence in English although it should be noted that this may vary within frequency bands. Figure 1 shows an example of a noun cluster at the 3000 level in one of Schmitt, Schmitt, &Clapham's versions of the VLT.

## RESEARCH METHOD

A quantitative correlational research design was employed, with a population of 108 students from the fifth semester at UIN Bukittinggi. A sample of 33 students was selected, representing 30% of each class. Data were collected using questionnaires and tests.

## RESULTS AND DISCUSSION

a) Correlation between Internet Activities frequency and Vocabulary Size

The correlation was done using SPSS 20. It was done especially by the Pearson Correlation option in the application. The result of Pearson correlation can be viewed on the table below:

**Table 4.5 Correlation of Internet Activities frequency and Vocabulary Size**

| | | Internet Activities frequency | Vocabulary |
|---|---|---|---|
| Internet Activities frequency | Pearson Correlation | 1 | ,730** |
| | Sig. (2-tailed) | | ,000001 |

| | | | |
|---|---|---|---|
| | N | 33 | 33 |
| Vocabulary | Pearson Correlation | ,730** | 1 |
| | Sig. (2-tailed) | ,000001 | |
| | N | 33 | 33 |

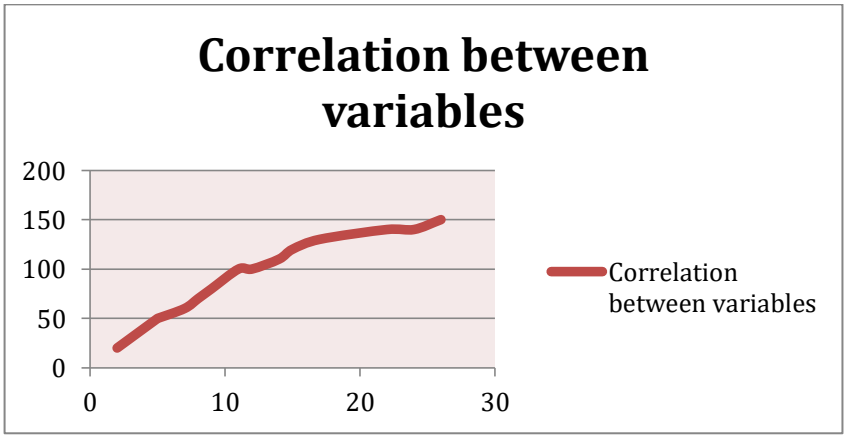
Based on the table above, the sig value is 0,000001. This means that the sig value is smaller than the alpha of the research which is 0,05. In other words, there was a significant correlation between internet activity frequency and vocabulary size.

In addition, another way to find out the correlation was to compare the r-measured with the r-table. Based on the table above, the r-measured was 0,730 meanwhile the r-table for N=33 (df=31) is 0,3440. Since 0.730 is bigger than 0,3440 this means that there was a significant correlation between internet frequency activity and vocabulary size

b) The Direction of Correlation between Internet Activities frequency and Vocabulary Size

Based on table 4.7, it can be seen that the Pearson correlation or the r-measured is 0.730 (positive). This means that there was a positive correlation between both variables. In other words, the better the students' internet activities frequency, then the better the students' vocabulary size. The graph of the correlation direction can be seen at the figure below

**Picture: Correlation Direction**




c) The Magnitude of the Correlation between Internet Activities frequency and Vocabulary Size

Based on the table 4.7, it can be seen that the Pearson correlation or the r-measured is 0.730. It was then compared to the interpretation table below:



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**Table 4.6 Index Correlation Interpretation**

| Index | Interpretation |
|---|---|
| 0.00—0.20 | Very Low correlation. It is ignored or considered not correlate |
| 0.21—0.40 | Low correlation |
| 0.41—0.70 | Moderate correlation |
| 0.71—0.90 | High correlation |
| 0.91—1.00 | Very High correlation |

Based on the table above, it was known that the correlation was at 0.71-0.90. This means, the magnitude of the correlation was high. In other words, there was high correlation between internet frequency activities with the students' vocabulary size.

## CONCLUSIONS AND SUGGESTIONS

Based on the finding of the research, there were 3 conclusions that can be taken. First, there was a significant correlation between internet activity frequency and vocabulary size. This means that the students' internet frequency activity could affect their vocabulary size. Second, there was positive correlation between both variables. In other words, the more students have activity on the internet the better their vocabulary size. Third, the magnitude of the correlation was high. This means that there was high correlation between internet frequency activities with the students' vocabulary size. It can be concluded that Ha is accepted since there was correlation between internet frequency activity and students' vocabulary size

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