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**STUDENTS' PERCEPTIONS ON THE USE OF EMOJI CONTEXTUAL
SUPPORT IN LEARNING VOCABULARY: A CASE STUDY OF
SEVENTH-GRADE STUDENTS AT MTSN 2 PADANG PARIAMAN**

THESIS

*Submitted in partial fulfillment as one of the requirements for undergraduate
program in English Education Bachelor Degree*



Written by:

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APPROVAL PAGE

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**Students' Perceptions on the Use of Emoji Contextual Support in Learning
Vocabulary: A Case Study of Seventh-Grade Students at MTsN 2 Padang
Pariaman**

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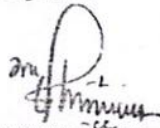
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Padang, June 15th 2026

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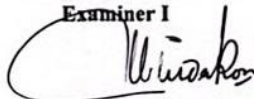
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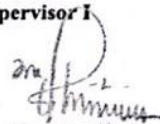
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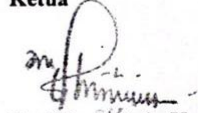
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Skripsi dengan judul "Students' Perceptions on the Use of Emoji Contextual Support in Learning Vocabulary: A Case Study of Seventh-Grade Students at MTsN 2 Padang Pariaman", yang ditulis oleh Mazratul Aziza Mukhtar, NIM. 2214050012 telah diujikan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada Hari Senin, tanggal 15 Juni 2026. Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

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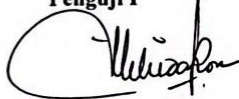
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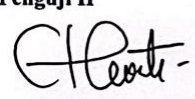
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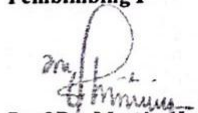
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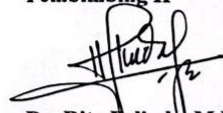
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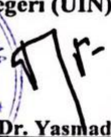


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DECLARATION PAGE

DECLARATION PAGE

Hereby I declare that this thesis entitled "Students' Perceptions on the Use of Emoji Contextual Support in Learning Vocabulary: A Case Study of Seventh-Grade Students at MTsN 2 Padang Pariaman" is truly my own work. I quoted some theories from several references and sources. If in the following day it is proven that this thesis is not my own work, I will be ready to accept the consequences.

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DEDICATION

Especially important is this prostration and gratitude to Allah SWT, who has given health, given me strength, and provided an extraordinary way so that I could complete this thesis. Hopefully, prayers and salutations are always abundantly bestowed upon the Prophet Muhammad SAW.

With deepest gratitude and happiness, I dedicated this thesis especially to my beloved parents, Bunda and Papa, who have always been my greatest reason to keep moving forward and to finish this thesis. Thank you for your unconditional love, incomparable sacrifices, endless motivation, and constant prayers for my success and future. This achievement is a small token of appreciation to repay the sincerity of Bunda and Papa.

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ABSTRACT

Mazratul Aziza Mukhtar (2026), “Students’ Perceptions on the Use of Emoji Contextual Support in Learning Vocabulary: A Case Study of Seventh-Grade Students at MTsN 2 Padang Pariaman”

This study aims to explore students' perceptions and experiences of using Emoji Contextual Support in learning English vocabulary among seventh-grade students at MTsN 2 Padang Pariaman. This study employed a qualitative method with a case study design. The participants were ten students of class VII.6 who were selected purposively based on their levels of vocabulary understanding. Data were collected through vocabulary tests and semi-structured interviews. The vocabulary test was used as initial data to select the interview participants, while the main data were obtained from the interviews. The results showed that most students had positive perceptions of using Emoji Contextual Support. They felt that emojis helped them understand and remember vocabulary more easily and made the learning activities more interesting and enjoyable. The use of emojis also increased students' motivation and confidence during the lesson. However, some students experienced difficulties because certain emojis were unclear or looked similar to one another. To overcome these difficulties, they asked the teacher for clarification, reviewed the lesson, and tried to find the answers by themselves. Overall, Emoji Contextual Support can be used as a helpful visual aid in learning English vocabulary, provided that the emojis are carefully selected and match the target vocabulary.

Keywords: *students' perceptions, Emoji Contextual Support, vocabulary learning.*

ABSTRAK

Mazratul Aziza Mukhtar (2026), “Students’ Perceptions on the Use of Emoji Contextual Support in Learning Vocabulary: A Case Study of Seventh-Grade Students at MTsN 2 Padang Pariaman”

Penelitian ini bertujuan untuk mengeksplorasi persepsi dan pengalaman siswa terhadap penggunaan Emoji Contextual Support dalam pembelajaran kosakata bahasa Inggris pada siswa kelas VII MTsN 2 Padang Pariaman. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Partisipan penelitian ini adalah sepuluh siswa kelas VII.6 yang dipilih secara purposive berdasarkan tingkat pemahaman kosakata mereka. Data dikumpulkan melalui tes kosakata dan wawancara semi-terstruktur. Tes kosakata digunakan sebagai data awal untuk memilih partisipan wawancara, sedangkan data utama diperoleh melalui wawancara. Hasil penelitian menunjukkan bahwa sebagian besar siswa memberikan persepsi positif terhadap penggunaan Emoji Contextual Support. Siswa merasa bahwa emoji membantu mereka memahami dan mengingat kosakata dengan lebih mudah serta membuat kegiatan belajar menjadi lebih menarik dan menyenangkan. Penggunaan emoji juga meningkatkan motivasi dan kepercayaan diri siswa selama pembelajaran. Namun, beberapa siswa mengalami kesulitan karena terdapat emoji yang kurang jelas atau memiliki bentuk yang mirip sehingga menimbulkan kebingungan dalam memahami kosakata. Untuk mengatasi kesulitan tersebut, siswa bertanya kepada guru, mengulang kembali materi, dan berusaha mencari jawaban secara mandiri. Secara keseluruhan, Emoji Contextual Support dapat digunakan sebagai media visual yang membantu pembelajaran kosakata bahasa Inggris, dengan catatan bahwa emoji yang digunakan harus dipilih secara tepat dan sesuai dengan kosakata yang diajarkan.

Kata Kunci: *persepsi siswa, emoji contextual support, pembelajaran kosakata*

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