THE USE OF SOCIAL MEDIA IN LEARNING ENGLISH: "STUDENTS' PERCEPTION"

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Abstract

This study deals with how students' perceptions of the use of social media in learning English. The purpose is to describe students' perceptions the use of social media in learning English. The design of di this research is qualitative research design. The data source is fifth English semester students of Nias Raya University. This study used an unstructured questionnaire with 32 participants. The result of the study is the social media platforms that were often used by them were Youtube, Instagram, Tiktok and Facebook. Those social media platforms provided lots of previous English material to be learned and possibly will provide many new things. Learning through social media can strengthen independent learning, students do not find any obstacles in using social media to learn English, social media provided fun learning for students, using social media increases in-depth knowledge for students, learning using social media has a positive impact on every positive impact of every learning accessed. It is concluded that students' perceptions of the use of social media make them fun in learning English by using this social media. The students can learn freely and enjoyable and the students can learn without pressure. The students happy to learn by using the social media. Learning from social media, it can be lead students to learn not only in their class, but anywhere. And Its make their knowledge and motivation increase. It is suggested that the results of this study can serve as a reference for future readers or researchers.

Keywords: *Learning English; social media; perception.*

Abstrak

Penelitian ini membahas tentang bagaimana persepsi siswa terhadap penggunaan media sosial dalam belajar bahasa Inggris. Tujuannya adalah untuk mendeskripsikan persepsi siswa terhadap penggunaan media sosial dalam pembelajaran bahasa Inggris. Jenis penelitian ini adalah penelitian kualitatif. Sumber data adalah mahasiswa semester lima di Universitas Nias Raya. Penelitian ini menggunakan kuesioner tidak terstruktur dengan 32 partisipan. Hasil dari penelitian ini adalah platform media sosial yang sering digunakan oleh mereka adalah Youtube, Instagram, Tiktok dan Facebook. Platform media sosial tersebut menyediakan banyak materi bahasa Inggris sebelumnya

untuk dipelajari dan mungkin akan memberikan banyak hal baru. Pembelajaran melalui media sosial dapat memperkuat pembelajaran mandiri, mahasiswa tidak menemukan hambatan dalam menggunakan media sosial untuk belajar bahasa Inggris, media sosial memberikan pembelajaran yang menyenangkan bagi mahasiswa, penggunaan media sosial meningkatkan pengetahuan yang mendalam bagi mahasiswa, pembelajaran dengan menggunakan media sosial memberikan dampak yang positif dari setiap pembelajaran yang diakses. Disimpulkan bahwa persepsi siswa terhadap penggunaan media sosial membuat mereka senang dalam belajar bahasa Inggris dengan menggunakan media sosial ini. Siswa dapat belajar dengan bebas dan menyenangkan dan siswa dapat belajar tanpa tekanan. Para siswa senang belajar dengan menggunakan media sosial. Belajar dari media sosial, dapat mengarahkan siswa untuk belajar tidak hanya di kelas, tetapi di mana saja. Dan membuat pengetahuan dan motivasi mereka meningkat. Disarankan agar hasil penelitian ini dapat menjadi referensi bagi pembaca atau peneliti selanjutnya.

Kata kunci*: Belajar bahasa Inggris; media sosial; persepsi*

A. Introduction

Learning English is very important because English has become an international language. Language is used for communication. Language is very important in human life. In daily life people cannot communicate with each other without it. Kreidler (1998:19) stated "A language is a system of symbols through which people communicate". Which is used by most communities in the world. English is very important to anybody who wants to progress themselves in modern science and technology, everyone should have the proficiency to speak international language, especially in English language. One of them

is to learn and to help them learn English by social media. Social media is a form of information and communication technology tools used by people to communicate anytime. As time goes by, of course, changes also occur, as is the case with technology. Technology is growing and becoming very influential for humans. One of them is Social Media.

According to Taprial and Kanwar (2012:6) Social media is a term that is used quite often these days". Nowadays, Social Media is a place to do various purposes, such as finding information, establishing relationships, expressing themselves, doing work and also a place to learn. Today's kids

spend most of their time indoors using social media. Media are various components in learners' environments which support the learners' learning. According to Taprial and Kanwar (2012:6) Social media empowered the people to express their thoughts and opinions and share media encompasses all the services that facilitate creation, sharing and exchange of user-generated content. It means that social media are "online practices that utilize technology and enable people to share content, opinions, experiences, insight, and media themselves. There are many kinds of social media technology, including micro-blogging platforms like Twitter, social networking sites like Facebook, media sharing tools such as YouTube and Instagram. These kinds of social media technology are free and easy to sign up for. That is also a reason why most people use it anytime and anywhere.

Furthermore, users of social media in Indonesia have been increasing gradually. According to Data Reportal, in 2023, there will be a total of 167 million social users. 153 million are users over the age of 18, which makes up 79.5% of the total population. Not only that,78.5% of internet users are estimated to use at least 1 social media account. It can be seen that social media is very popular among young people, especially students. The students use social media tools for many purposes such as accessing information, sharing ideas, and seeking entertainment.

Although social media was not created directly for educational purposes, it has attracted the attention of teachers, especially in the English teaching field. Many studies have been conducted to determine whether social media can be used in the English classroom. Briggs (1970:2) in Ruis et al defined media as physical means which are used to send messages to the students to stimulate them to learn. It means, social media provides students with an active English language environment to support their learning process. English is often used in social media because it is understood as one of the international languages. The active English environment provided by social media exposes students to rich exposure to English that supports their language development. Furthermore, the use of social media is growing as a result of the

online nature of education and the reliance on social media for learning. This shifts the traditional classroom-based learning process to one that takes place online. Despite knowing little about how their students use social media to practice their English, teachers attempt to incorporate it into their lessons. Since students are at the center of the learning process, it is crucial to understand how they feel about current teaching methods so that teachers can design lessons that are relevant to their students.

In addition, of course the lecturers ask or assign students to view and study certain material through social media to increase more knowledge. The lecturers give students the opportunity to look for other references to support them in English. Sometimes lecturers also give instructions as a guide, and advise students to study via social media, especially watching English films without using Indonesian subtitles.

Based on the researcher's observations, many students predominantly use Youtube, TikTok, Instagram and Facebook as a Medium or means for learning. This media helps them to further improve their abilities, guides

them to be more creative and more active. In this media they can learn easily by watching the material they can practice their listening, how to read, how to write or learn about conversation, grammar, and etc. They can study with this media according to their needs, not specified, up to 30 minutes to one or two hours. The content or material that they watched like films on youtube (learning vocabulary and listening skills), speech, poetry, English debate, learning about songs, etc. The media very helps students, of course the content provides solutions to improve their English skills, make themselves more understood after watching it on social media. The content that is provided in social media, especially the content that they watch or study, is useful in their speaking because watching English content, especially the native English content, will get a lot of input vocabulary and pronunciation and more importantly is the way they speak and how they arrange their words into expressions. It affects my learning progress. Learning by the media also gives motivation to do the best for many students. While, the process of learning by the media was easy to

comprehend because it was made creatively so not too difficult to understand by the watcher. It made them be able to speak English little by little. In addition, besides that, learning English through media is assigned by the lecture. In fact, learning English through the media causes them to have motivation to increase their ability. It is also because of their own intention to use social media as a place to learn English everywhere and anytime.

Furthermore, study was done to find out how students felt about using social media to learn English. According to researchers, teachers should be aware of their pupils' preferences for the social media sites and tools they use most frequently for English language learning. In order to learn English and serve as a reference, the result will subsequently be shared with other people. Thus, in order to provide useful knowledge about the benefits and difficulties that student's encounter when using social media to learn English, this research was conducted.

Based on the explanation above, the researcher's interest to analyze and find out the perception of the use of social media for learning English is important to be investigated since teachers need to know their students' preferences in terms of what social media application they used and their ways of using social media for learning English.

Perception is the way you think about something and your idea of what it is like and the way that you notice things with your sense of sight, hearing, the natural ability to understand and notice things quickly (Longman Dictionary of Contemporary).

According to Zarella (2010:1) said that "social media is best defined in the context of the previous industri media paradigm ... such as television, newspaper, radio,and magazines, are one-way, static broadcast technologies".

B. Research Method

This study was descriptive qualitative research that focuses on the students' perception of the use of social media in learning English at the Fifth Semester of Nias Raya University. Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain, and bring

meaning to them (Anderson and Arsenault, 2005:126). In addition, another expert argues that "qualitative research is practice in many disciplines, so a range of data collection methods has been devised to cater for the varied requirements of the different subjects, such as : qualitative interviewing, focus group, participant, discourse and conversation analysis and analysis of text ad documents" (Walliman, 2011:131). Then, it can be concluded briefly that qualitative research is form of research analyze, describing, interpreted, explaining about phenomena in natural setting in order to discover something important to be a new knowledge.

In this study, data collection techniques explain the methods used by researcher to collect data related to the research focus. In this study, an unstructure questionnaire technique was used to obtain data on perception factors and assisted by a questionnaire. According to Rahmadi (1999:85) an unstructure questionnaire is a questionnaire that contains a completely different set of questions does not contain alternative answers provided by researchers.

According to Miles et al. (2014:31-32), data analysis is seen as consist of three activities in analyzing data: (1) Data Condensation. Refers to the process of selecting, focusing, simplifying abstracting, and/or transforming tha data that appear in the full corpus (body) of written-up field notes, interview transcripts, document and other empirical material. (2) Data Display a display is an organized compressed assembly of information that allows conclusion drawing and action. In this case, researcher displayed the data in a table form to make it easy for researcher in drawing conclusion. (3) Drawing and Verifying Conclusion. At this stage, the data has been analyzed recheck to develop the conclusion regarding the study and describe the result of analyzing the data from the data collection.

C. Research Finding and Discussion

The fifth semester students of English language education study program of Nias Raya University used social media in learning English. The social media platforms that were often used by them were Youtube, Instagram, Tiktok and Facebook. Those social media platforms provided lots of previous English material

to be learned and possibly will provide many new things.

Based on the results of an unstructured questionnaire that has been obtained by researcher, the students' perception is:

1. Learning through social media can strengthen independent learning

Through learning using social media, students can actively be more creative and independent so that the quality of learning can improve both in terms of knowledge and quality. By using online learning resources, students can access learning materials independently, explore content in more depth, and learn independently outside the classroom environment.

Responden: *"Ya tentu. Misalnya, dengan menggunakan sumber daya pembelajaran online, siswa dapat mengakses materi pembelajaran secara mandiri, mengeksplorasi konten secara lebih mendalam, dan belajar secara mandiri di luar lingkungan kelas"*(see appendix 2 page 45 number 1).

Social media greatly facilitates students' process in learning English.

Responden: *"Di jaman sekarang, sosial media sangat mempermudah belajar*

bahasa Inggris. Saya rasa semua orang setuju dengan hal ini. Dimana sosial media menjadi platform to learn. Especially in English." (see appendix 2 page 56 number 22).

Social media is very easy to access anywhere and anytime because social media facilitates applications that can make it easier to learn. So far social media has been used to improve students' English skills.

Responden; *"Ya, media sosial sangatlah mudah di akses di manapun dan di manapun karna karna di media sosial memfasilitasi aplikasi yang bisa mempermudah belajar"* (see appendix 2 page 46 number 3).

Examples of social media used are such as, YouTube, Facebook, Instagram, and TikTok, there are many English learning resources that we can get.

Responden: *"Sejauh ini media sosial yang saya gunakan untuk meningkatkan kemampuan bahasa Inggris saya"* (see appendix 2 page 52 number 15).

And through this media, many topics or materials have been facilitated in it.

Responden: *"Semua topik tersebut ada dalam media sosial, kita bisa memperoleh nya. Ada banyak konten kreator yang memberikan*

topik-topik tersebut. Sangat mudah mengaksesnya" (see appendix 51 number 13).

2. Students do not find any obstacles in using social media to learn English

So far, in using social media, there have been no major or unsolvable difficulties experienced by students in using this media. This means that students are safe in using it. Students can do learning easily and as desired by the students themselves.

Responden; *"Tentu. Banyak sumber yang dapat di temukan dlam media sosial tentang bahasa Inggris, ada banyak content creators yg membuat nya"* (see appendix 2 page45 number 2).

Likewise, in terms of developing learning activities. Students have no difficulty in this.

Responden: *"Sejauh ini, tidak ada. Karna jikalau pun ada itu bisa terselesaikan. Dan tentu nya melalui media sosial ada banyak solusi untuk memecahkan kesulitan dalam pembelajaran"* (see appendix 2 page 48 number 8).

On the contrary, social media is very enjoyable for students. Through social media students can access anything they need.

Responden: *"Sangat menyenangkan. Kita bisa belajar sambil bermain bersenang-senang. Tentunya bukan seperti suasana dalam kelas yang kamu. Dengan media sosial kota bisa lebih bebas dan belajar dengan suka sendiri"* (see appendix 2 page 47 number 5).

Social media is a platform that students often use to learn English.

Responden: *"Ya, disana saya bisa melatih reading skills, writing, listening, speaking saya"* (see appendix 2 page 54 number 18).

Usually, students will spend about 1-3 hours to learn English through using this social media

Responden: *"3 jam"* (see appendix 2 page 48 number 7).

3. Social media provided fun learning for students

Using social media can create a fun atmosphere. Students can learn while playing and having fun. Of course, it is not like the atmosphere in the classroom in general. With social media, students can be more free and learn at their own pace to learn English.

Responden: *"Very fun, not fad. Learning is more fun and you can express yourself more"* (see appendix 2 page 47 number 5).

Then through learning on social media, it can create a relaxed and stress-free environment for students, because the material learned is not demanding, on the contrary, it is more fun and there is no pressure like in the classroom. The situation is not vacuum, free and more relaxed.

Responden; *"Pastinya. Karena materinya yang di pelajari tidak menuntut sebaliknya lebih menyenangkan dan tidak ada tekanan seperti halnya dalam kelas"* (see appendix 2 page 49 number 9).

Students can learn about what they want to learn, can understand, increase knowledge, and can find out all learning materials easily.

Responden: *"Tentu ada manfaatnya. Bisa belajar apa yang di pelajari, dapat di pahami, menambah pengetahuan, bisa berlatih. Tentunya sangat bermanfaat"* (see appendix 2 page 47 number 6).

Then students can practice their English skills, such as practicing the pronunciation of vocabulary by imitating it through social media. It will greatly help students of course.

Responden: *"Benar. Dengan menirukan nya memiliki dampak dalam pengucapan kata bahasa Inggris. Sangat mempengaruhi"* (see appendix 2 page 57 number 25).

As well as helping to improve students' grammar.

Responden: *"Sangat penting. Dengan menggunakan sosial media sebagai alat untuk memperbaiki tata bahasa, itu sangat membantu pastinya"* (see appendix 2 page 57 number 24).

4. Using social media increases in-depth knowledge for students

Learning using social media can increase students' knowledge. When students have liked this learning, it makes students more serious about learning and can learn optimally to learn an English material.

Responden: *"Tentu. Karna sudah ada ketertarikan dan minat sendiri dalam diri. Jadi otomatis akan belajar dengan maksimal"* (see appendix 2 page 53 number 17).

Coupled with the detailed material, clear presentation and certainly not

boring, it is very helpful to improve English language skills.

Responden: *"Pastinya. Karena materinya yang sudah terperinci dan pastinya tidak membosankan. Adanya materi² yang sangat membantu untuk meningkatkan kemampuan bahasa Inggris"* (see appendix 2 page 55 number 20).

As with the presentation of material that relates images, visuals, musical movements, songs or rhythms, to explain a material, so that the audience or students can learn the material well.

Responden: *"Yup, ada. Dalam sosial media, ada pembelajaran yang mengaitkan gambar, visual, gerakan musik, nyanyian atau irama, untuk menjelaskan suatu materi, agar penonton atau pelajar dapat mempelajari dengan baik dengan maksimal"* (see appendix 2 page 54 number 19).

This will make it easier for students to understand the material being studied and be enthusiastic about learning it.

Responden: *"Tidak. Tapi sebaliknya, gambar yang menarik akan membuat pelajar lebih tertarik, mudah paham dan lebih semangat untuk belajar"* (see appendix 2 page 56 number 23).

5. Learning using social media has a positive impact on every positive impact of every learning accessed

The positive impact of using social media is that it facilitates the learning process. Because, when students experience obstacles or difficulties in learning, they can access information from social media. This can improve learning achievement. Every material learned can increase the knowledge of students, then the material can be easily understood by students.

Responden: *"Dampak positif penggunaan media sosial yaitu mempermudahkan proses pembelajaran, karena saat peserta didik mengalami kendala atau kesulitan didalam belajar dapat mengakses informasi dari media sosial, hal itu dapat meningkatkan prestasi belajarnya"* (see appendix 2 page 49 number 10).

Another positive impact is that it can foster students' confidence when doing activities such as performing in front of the class, having conversations, reading stories and poems in English. The students said that it was very impactful for them. They get enough knowledge

then can practice it directly and it is very impactful for them.

Responden: *"Iya tentu. Karna setelah belajar dari media sosial, saya dapat mempraktikkan nya langsung dan lebih percayalah diri tentu, karna beli mengulang terus"* (see appendix 2 page 50 number 11).

And can invite students to be more creative. Because the material that students get in social media varies, so it can attract students' interest and interest and there are various languages of teaching methods so that it creates cool and fun learning and can be accessed as needed.

Responden: *"Iya tentu. Karna materi di dalam media sosial bermacam variasi jadi dapat menarik ketertarikan dan minat siswa"* (see appendix 2 page 51 number 12).

The discussion of the research is conducted by comparing research findings of the theories applied in this research. This research was aimed to find out student's perception on the use of social media for learning English.

This study attempts to explore the use of social media for learning English

based on students' perceptions. It was found in this study that students really use the social media in learning English.

D. Conclusion and Suggestion

Based on the result of this research, it is true the students use social media. It helps them in increasing their knowledge of English. Through the social media make students fun to learn. The students can learn freely, enjoy and the students can learn without pressure. The students happy to learn by using thes social media. Learning from social media, it can be lead students to learn not only in their class, but anywhere. And Its make their knowledge and motivation increase. So it is an additional source of knowledge in learning English for students.

Hopefully from this research, the teacher (especially English teachers) should know more about the situation of the student's, what the student's needs and also, the teacher can implement the result (Social Media) of this research as a tool to teach English in the learning process.

From this result, the students are aware of the usefulness of technology, so

that they can take advantage of the advantages of technology, especially social media in the future, of course in learning. So that it can improve the abilities of students.

To researchers, this research can be input or suggestions for further research related to technology or social media use.

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